

**MAY 1980** 

# FIRST LADY PRESENTED DECODER AT WHITE HOUSE RECEPTION



At the March 19 White House reception hosted by Mrs. Rosalynn Carter, National Captioning Institute President John Ball presented an adapter to the hostess. Looking on, left to right: NBC's Corydon Dunham, U.S. Secretary of Education Shirley Hufstedler and Sears' Robert Thompson.

### The Editor's Page

#### **Decoder Bottleneck**

Quite a few wild rumors have been going around regarding the delays in filling orders for decoders despite all the urging of deaf television viewers not to wait. The best information we have been able to gather:

So far, Sears, Roebuck & Co. has shipped around 12,000 decoders since March 15, the starting date for

acceptance of orders.

The backlog of orders—fed into a computer in Chicago—may be two or three times that number al-

ready shipped.

The bottleneck seems to be at Texas Instruments, the manufacturer or assembler. "Chips" (component electronic parts) are obtained from Japan and have not been received on schedule.

Present waiting time for decoders is six weeks to two

months.

Some decoders already delivered and installed have developed operating problems with which Sears' servicemen are unable to cope.

By the time this gets into print, perhaps some of the above information will be outdated. Unfortunately, answers to specific questions are difficult to obtain from either the National Captioning Institute or Sears.

Those with foresight to have been earlybirds in ordering and receiving their decoders offer generally favorable comment about the captioned programs now being aired. For some programs, however, room exists for improvement—both in the visual presentation of captions and in the script adaptions.

So far, we have no information as to whom complaints and suggestions should be sent, but the membership of the hearing impaired Advisory Boards, both East and West, was printed on page 4 of our March

issue

#### Captions or Interpreters **Needed for Important Announcements**

At 7:00 a.m. (EST) on Friday, April 25, 1980, President

Carter appeared live on all major television networks to make an important announcement—the withdrawal of the mission to rescue the American hostages in Iran due to equipment problems.

Unless deaf television viewers had picked up their papers and read terse bulletins, they would have not been able to figure out what prompted the early morning appearance of a grave President on all the networks. No captions were flashed on the screen; no interpreter appeared alongside the President or in cameo at one corner of the picture.

An important announcement or an emergency situation leaves the deaf in a frustrating state of confusion. April 25 was not the first time that happened, nor will it be the last-unless the White House itself or the networks come up with captions or an interpreter.

With the 1980 presidential campaign in full swing, we have yet to note that any of the candidates has seen fit to have a platform interpreter. (Remember: Senator Dole of Kansas did at one point have an interpreter due to urging of the deaf in his home state.)

Has a candidate for any other office—at any level had an interpreter for a TV announcement or a platform

speech so far this year?

#### Change in Editors

After the July-August 1980 issue of THE DEAF AMERICAN, a new editor will be in charge. The National Association of the Deaf is seeking applications for a new position—that of editor of all three of its publications, THE DEAF AMERICAN, The Broadcaster and Interstate (newsletter for NAD members and state associ-

Once the new editor is announced, a gradual transition will begin prior to beginning a new volume year in September. Details such as handling advertising and billing will also be included in this changeover.

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### Language Arts Teachers Of The Deaf Get A New Organization

For years teachers concerned with language development in the deaf child have voiced a desire to come together on a national scale and exchange information on teacher strategies and materials on reading and writing designed for the individual deaf child. At best, those teachers had to rely on textbooks intended for the hearing child. Many developed invaluable materials to meet particular needs of deaf children but could not share their knowledge with other teachers or professionals outside their isolated schools or programs for the deaf. The knowledge was often lost through resignations or deaths.

The deaf child's inadequate mastery of English skills has always been a too familiar thorn for educators for the deaf. Countless arguments have raged over the choice of the best possible method of teaching language skills; numerous articles have been printed on language problems with suggestions for solving them. But the teacher, bombarded from all sides, cannot assemble all the data. which becomes too diverse and vast to be meaningful and logical. The teacher mostly has to make out with what was immediately available to him/her, and the material frequently has been outdated or inappropriate for classroom adoption in a school for the deaf. Contact with other schools was infrequent and adequate information could not be obtained from them.

Then in 1973 principals and language arts teachers of the hearing impaired met in Indianapolis, Indiana, to create a committee to write bylaws for a national organization for all those concerned



Dr. Nancy E. Kensicki, Associate Professor of English, is teaching poetry at Gallaudet College.

with teaching language skills to the deaf or doing research on language development in the deaf child. In 1975, the Section of English Teachers of the Deaf (SETD) was born. It is affiliated to its parent organization, the Convention of American Instructors of the Deaf.

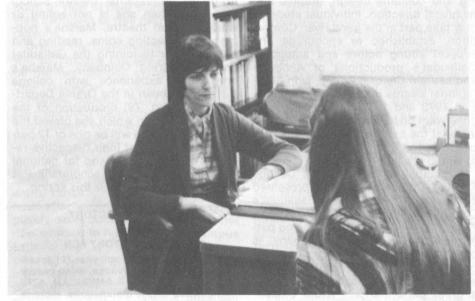
The SETD, as far as can be determined, is the only national clearing-house where information on innovative or trustworthy methods of instruction and development of language skills can be shared or exchanged. A journal, Teaching English to the Deaf, has become its organ. As of this writing, the membership list totals 351. This indicates that the SETD, whose growth in only four years is phenomenal, is the

focus of positive and earnest cooperation among language arts teachers in state schools for the deaf, public schools with deaf classes and colleges with programs for the deaf.

At the last SETD meeting in June 1979, Nancy E. Kensicki, Associate Professor of English at Gallaudet College, was elected president. Also elected were Lillian Tompkins, Instructor of Language Arts in the MSSD, as secretary, and Stephanie Downey, Associate Educational Specialist at National Technical Institute for the Deaf, as treasurer. President Kensicki is probably the first prelingually deaf person to hold a doctorate in English.

While SETD activities have been infrequent in the beginning, they are nevertheless noteworthy. In 1977, a panel composed of teachers and researchers debated the question of whether it would be to the advantage of language arts teachers of the hearing impaired to establish national standards of language skills testing for hearing impaired children. The general consensus of the panelists and the audience was that there was a need for much information before standards of testing could be considered and that tests would have to be validated on deaf children. Teachers would have to be certain that they were in fact testing what they wanted to test.

In 1979, another panel consisting of linguists and teachers explored the question of how information from the study of linguistics can be adapted for classroom instruction on reading and writing. The panel agreed that for the purpose of effective instruction, the



Dr. Kensicki is conferring with a student in her office.

teacher can take advantage of the deaf child's first language (American Sign Language, Signed English, a gesture system, etc.) and use that language to teach reading and writing; that the teacher can be trained to analyze individual children's language skills; and that the teacher can put more emphasis on creativity and communication, less on structure and grammatical corrections.

Both of these panel discussions have been printed in greater detail in *Teaching English to the Deaf*, Spring 1978–79, Volume 5, Number 3, and Spring 1980, Volume 6, Number 2. These issues can be obtained from Mimi Evans, Subscription Manager, Department of English, Gallaudet College, Washington, D.C. 20002.

A workshop to amass teacher materials on reading, writing, grammar and vocabulary at both the elementary and secondary levels for the deaf pupil is at present in the planning stage for June 1981. The overall purpose of the workshop will be to allow participants to share with others their teacher materials, which were written to compensate for the lack of adequate texts, or to meet specific language needs of the individual deaf child. These materials will be collected and organized for publication of a resource book to be used by SETD members.

The SETD offers many possibilities: 1) Teachers of the deaf can exchange information about methods and materials: 2) research can continue on the adaptation of preschool, elementary and secondary level language, literature and composition for the deaf; 3) we can establish national standards on language skills geared to measure the capacities of the deaf child, not the hearing child; 4) nationwide judgments can be made on the development and modification of curricula for language skills for the deaf child. All this can enable the SETD to deal efficiently with what for years has defied efforts to improve language skills in the deaf child. In brief, the SETD may well become a decisive organization that can induce changes in teaching methods and materials of language arts at all levels for the hearing impaired.

#### **IMPACT** Advertising

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Discussing plans for the 1981 workshop of the Section of English Teachers of the Deaf to be held during the meeting of the Convention of American Instructors of the Deaf are, left to right: Dr. Russell H. Astley, editor of "Teaching English to the Deaf," Dr. Bettejane Martin, workshop coordinator, and Dr. Nancy E. Kensicki, president of the Section.

#### Deaf Student Wins Regional Acting Award, Advances to National Finals

A Gallaudet College sophomore, Marsha Vae Goeken of Scotland, South Dakota, was the winner of the Irene Ryan ("Granny" on "The Beverly Hillbillies") Competition for Region II of the American College Theatre Festival, held January 23 and Pennsylvania State University. Marsha was one of only two deaf contestants in a field of 50 students. She will now advance to the national competition scheduled to take place at the John F. Kennedy Center for the Performing Arts sometime this spring.

The ACTF is an annual competition open to colleges and universities across the nation. Colleges may compete with full plays, judged for quality in set, lighting and costume design, graphic and technical direction. Individual students may take part in the Irene Ryan Competition, established to encourage and support young actors and actresses. Gallaudet's productions of Antigone and Laurent Clerc: A Profile, won ACTF regional awards in the former category, s in 1973 and 1977 respectively. Antigone went on to win an award for excellence at the national level. Marsha thus becomes the first deaf actor or actress to win in the latter category.

A member of the Gallaudet College Touring Company, Marsha presented scenes from "When . . ." by Gallaudet's Dr. William Moses, and Arthur Kopit's Wings. "When . . ." currently being performed by the Touring Company, is based on actual experiences of members of the troupe. "Those who did not see the play have missed more than just a great performance," wrote student critic Carol Lee following its premiere

last October. "The play not only shows the disadvantages of deafness, but its advantages as well." In the scene from "When..." which Marsha presented at the festival she portrayed a six-year-old deaf girl learning to dance by watching her older sister. By contrast, in the scene from Wings, she plays a 70-year-old woman suffering from aphasia, a language disorder, as a result of a recent stroke. Following the preliminary competition Marsha found herself in the final ten. "I was initially shocked—," Marsha confided, "but I felt calm and relaxed going into the finals."

An only child of hearing parents, Marsha is a drama major and would like to go to professional theatre school someday. When she is not acting or watching deaf theatre, Marsha's hobbies are collecting coins, reading and writing. Prior to joining the Gallaudet College Touring Company, Marsha's only other experience with college theatre had been in the Drama Department's (Spring '79) production of the "Wizard of Oz" in which she played the bad witch. Marsha will be one of 12 performers (winners of their respective regional competitions) vying for national honors and two \$2,500 scholarships at the Kennedy Center later this spring.

### and CLUB DIRECTORY ADS

Current rate: \$12.00 per year (11 insertions), payable in advance. Send orders to Editor, THE DEAF AMERICAN, 6374 Kingswood Drive, Indianapolis, Indiana 46256.

### Southwest College For The Deaf Established At Howard College, Big Spring, Texas

Growing on a terrace of black gold and fertile agricultural lands in West Texas is a new and unique educational opportunity for the deaf, lead by a unique person. Douglas J. N. Burke, of El Paso, Texas, was recently appointed the Executive Director of the Southwest College for the Deaf at Howard College in Big Spring, Texas.

Howard College's Southwest College for the Deaf (SWCD) will be unique in

many ways, said Burke.

As one of only three special college campuses for the deaf in the world, the others being Gallaudet College in Washington, D.C., and the National Technical Institute for the Deaf in Rochester, New York, SWCD has established one of many firsts in that the head of the college-Douglas Burke, is a deaf person.

Burke, who has been severely hearing impaired from the age of 2, received his Bachelor of Arts degree from Gallaudet College in 1955, after graduating from the Minnesota School for the Deaf at

Fairbault in 1950.

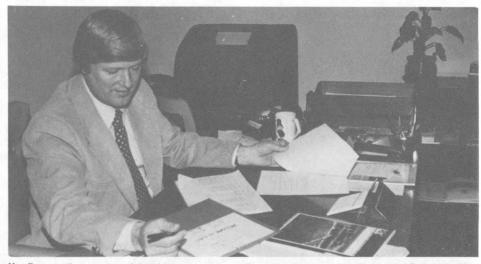
He was awarded his Master of Arts degree in Education Administration at the University of California, Northridge, in 1965 and expects to receive his Doctor of Education Administration from the University of Rochester, Rochester, New York.

Burke perceives his hearing problems as an aid in his position as Executive Director of SWCD, as he has experienced how deafness feels and will be able to more closely understand the point of view of deaf students and deaf staff members as well as that of hearing persons.

One of the outstanding features that will accompany the SWCD design will be the two-campus system. Currently, only Gallaudet College has a selfcontained campus. NTID is located on the campus of the Rochester Institute of Technology, but provides many selfcontained services.

Southwest College for the Deaf will also be on a self-contained campus. Hence, deaf students will be given the entire range of least restrictive placement alternatives, ranging from a completely self-contained program at the new campus to fully integrated campus experiences at Howard College, depending upon student needs.

In addition, because of the unique training opportunities that will be made available on SWCD's campus, there will be excellent reverse mainstreaming op-



Hardly more than one month into his new position as Executive Director of the Southwest College for the Deaf at Howard College in Big Spring, Douglas Burke was busy setting into motion his objectives and plans for the college. Burke's plans call for the pilot operations of SWCD to begin in September 1980. Currently Burke is busy designing, staffing and recruiting students for, and to implement an interim program on a pilot basis at Howard College. At the same time he is designing, establishing the facilities, staffing and admitting students for the Southwest College for the Deaf. (Photo by David Partiow)

portunities provided for hearing students who wish to enroll in programs designed for deaf students.

Deaf members of the faculty will receive the benefit of reverse interpreters for hearing students as surely as hearing members of the Howard College faculty will receive the benefit of sign language interpreters for integrated deaf students. Both integration approaches will be utilized in extracurricular programs also.

Another unique factor about SWCD is that unlike Gallaudet, which is primarily a liberal arts college for the deaf, and NTID, a college primarily for technically-oriented students, SWCD is being designed to provide students with vocational/technical, technological and liberal arts programs.

SWCD will also be the only college for the deaf in the world that will include advanced professional training in the medical field because of the comprehensive medical facility that is presently located on the SWCD campus.

"This is the first time in history deaf people will have an opportunity to enroll in a comprehensive medical science and technology program," said Burke. "Deaf people will now have the opportunity to become physicians, dentists, optometrists, opthomologists, x-ray technicians, orthodontists and nurses in a program designed to provide training for deaf students through our preprofessional programs."

Although there are a lot of colleges in the country that have integrated programs for the deaf, Burke feels that Texas has the opportunity to lead the way through its design for a comprehensive college program that serves a wide range of students on the postsecondary level with a complete range of least restricted placement alternatives.

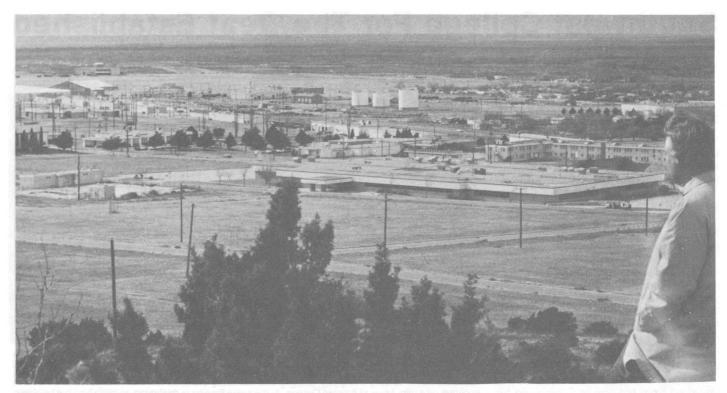
'Texas is the only state that has a statewide funded and organized education system for the deaf from ages 0-22, and now it has a college for the deaf. The two systems can be blended together and support each other," said

"SWCD is located in the heart of the southwest United States." said Burke. "and the school will primarily serve a nine-state area, which includes Texas, Arizona, New Mexico, Colorado, Kansas, Missouri, Oklahoma, Louisiana and Arkansas. However, deaf students from around the nation and from foreign countries will also be considered, especially for the medical training programs."

Burke's plans call for the pilot operations of SWCD to begin in September. With such an early starting date, he began setting in motion his objectives and plans for SWCD the day he began

work, January 28, 1980.

Describing his duties as two-pronged, Burke explains that his first duty is to design, staff, recruit students for and to implement an interim program on a pilot basis at Howard College, beginning in the fall. Part of the interim program will be a college preparatory pro-



This aerial view shows the layout of the old Webb Air Force Base and some of the surrounding land that has been granted to Howard College for the Southwest College for the Deaf. SWCD has been established on 67 acres of land that is adjacent to a 350-acre state park on the west side of Big Spring, Texas. The remainder of the air force property is being converted into a large business and industrial complex, which includes a commercial airport. (Photos by David Parkow)

gram, said Burke. The preparatory year will be designed to bring students up to a level where they can enroll in their freshman year at the college.

The second prong of what Burke plans to accomplish as SWCD is to design, establish the facilities, staff and admit students for the Southwest Col-

lege for the Deaf.

"Our main target population are those students who would prefer to major in vocational/technical training. These students, generally referred to as students who were not adequately prepared to enroll at Gallaudet College or the National Technical Institute for the Deaf, or the integrated programs at California State University in Northridge. In time, we may even provide postsecondary special training opportunities for deaf multiply handicapped persons," Burke stated.

"Then there will be those students who choose to pursue advanced technological and liberal arts training. This student population is in the top 15–18 percent level in terms of academic achievement," said Burke, "and are able to proceed to Gallaudet, NTID or CSUN. However, for those students who prefer to continue at SWCD, especially in careers not provided for elsewhere, the new college will need to develop appropriate training programs for them."

One factor that will attract students is that SWCD will be the self-contained

campus concept like the one available at Gallaudet College. It will be able to offer many of the extracurricular programs that are not offered to students who are integrated into existing colleges for hearing students.

Burke expects many challenges along the road of establishing SWCD. One such challenge will be in locating the staff for the college from across the country and persuading them to come

Douglas J. N. Burke of El Paso, Texas, was recently appointed the Executive Director of the Southwest College for the Deaf at Howard College, Big Spring, Texas.

down here and be a part of the new system for the deaf.

Another major challenge will be in the area of funding. Burke and Dr. Charles Hays, president of Howard College, will have to secure Federal Funding for establishing facilities at the new campus.

As it now stands, the implementation and development of Burke's dreams for SWCD are merely in their embryonic stages.

According to Burke, "To be of perfect design, SWCD should first and foremost reflect the advanced technological training needs of our time, but be flexible enough to reach out to the vocational/technical training needs of the deaf on the one hand, and the needed but less employable skills of the liberal arts fields on the other.

"If the generosity of the college can be expanded still further, it should also be our goal to provide an advanced program for the multiply handicapped persons who cannot adequately be trained in standard facilities, and on the other hand, open the doors to graduate training for all areas where there is a need for such training.

"Although I would like to begin on a modest scale, the big open sky for SWCD and its relationship as an intricate part of Howard College should be as expansive and unlimited as the wide open blue skies over Big Spring, Texas," concluded Burke.



This shot shows the front of the USAF Medical Facility that will be used by SWCD. The hospital will be used for the school's medical programs. Hospital rooms will provide small classrooms or offices. The hospital offers 62,000 square feet of classrooms space. (Photo by David Partlow)

#### **Burke Appointed to Advisory Council on Texas Commission**

Douglas Burke, Executive Director of the Southwest College for the Deaf at Howard College in Big Spring, has been appointed to serve on the Texas Commission for the Deaf's Technical Advisory Council for Planning and Operations.

The Advisory Council was established to serve as an interagency planning council for coordinating services to the Deaf, said Burke. The council is also intended to assist the Executive Director

of the Texas Commission for the Deaf in resolving differences that arise among state supported organizations responsible for direct extension of services to deaf individuals and in determining which agency is responsible for serving a multiply handicapped child, added Burke.

"Serving on this council will provide SWCD with the opportunity to participate in the coordinating of services for the deaf throughout the state of Texas," said Burke. "There has long been a need for interagency coordination on the state level to increase the effectiveness and efficiency in the provision of services for the deaf," concluded Burke.

The Advisory Council's membership consists of the commissioner of education, or designee; commissioner of Department of Human Resources, or designee; commissioner of Texas Rehabilitation Commission, or designee; superintendent of the Texas School for the Deaf, or designee; executive director, Texas Commission for the Blind, or designee; one member of a college or university who specializes in the area of training for the deaf (two-year term): and two representatives of non-profit organizations which provide services to the deaf (two-year terms). In addition, the executive director may appoint representatives of other public or private agencies to serve as advisors to the council.



American Airlines has announced that airline reservations and information is now available through telecommunications devices. The toll-free number is 800-543-1586. In Ohio, it is 800-582-1573.

The service, which began April 15, will be available daily from 9 a.m. to 8 p.m. Eastern time.

"American is pleased to be the first major airline to offer this service on a nationwide basis as part of our commitment to make it as easy as possible for everyone to travel by air," Robert H. Phillips, American's Vice President—passenger services, said.

Phillips said specially-trained reservations agents can transmit complete information on flight schedules, fares, seat assignments and ground arrangements such as rental cars, hotels and ground transportation. Reservations records will include notations of the handicap so airport and inflight passenger service personnel will be aware that the travelers may require special assistance.

Tickets and boarding passes will be available from travel agents and American Airlines ticket offices. Phillips noted that American is able to assign seats up to 11 months in advance. Travel agents and American can give passengers all boarding passes ahead of time, for all parts of a trip on American including connections as well as return flights.



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### **Cultural Arts Among The Deaf**

By ROBERT F. PANARA, Professor English and Drama National Technical Institute for the Deaf, Rochester, New York

The recent publication of that remarkable novel, *Roots*, by Alex Haley, and its dramatization on national television has probably created more awareness of "the Black experience" in America than any other single work since 1852, when Harriet Beecher Stowe published *Uncle Tom's Cabin*. It is also important to note that *Roots*, unlike *Uncle Tom's Cabin*, was the work of a Black author and that Black persons played the leading roles on TV. This "cultural breakthrough" has great significance when we consider the state of the cultural arts among the deaf.

To begin with, there is the outstanding achievement of the National Theatre of the Deaf which has helped awaken the public to Deaf Awareness. Since its establishment in 1967, NTD has influenced millions of hearing people, in the theatre and on TV. In their hands, the sign language of the so-called "deaf and dumb" is transformed (like "The Ugly Duckling") into "a many splendored thing"—a form of visual expression which paints pictures in the air and "suits the action to the word" (as Hamlet advised the actors in Shakespeare's play).

Similarly, whenever they "do their own thing," NTD has presented deafness in positive ways to people unfamiliar with it. They have dramatized "the deaf experience" with such honest realism as to win friends and influence many people. And the same is true of the Little Theatre of the Deaf, which always "steals our hearts away" with its light-handed and imaginative dramatization of "Fairy Tales" and poetry in a fresh and modern manner.

In many other ways, deaf persons have blazed new pathways for others to follow in the theatre, in television and in the cinema. A few examples may serve to emphasize the value and variety of their individual contributions.

Bernard Bragg has been justly called "The Prince of Players of the Silent Stage." He studied mime with Marcel Marceau in Paris and then toured the United States with his one-man show in many of the best night clubs and theatres. His numerous TV appearances include his own weekly show "The Quiet Man," frequent performances on BBC programs, and as a guest on many popular talk shows. Bernard Bragg helped establish the NTD and was one of its brightest stars for over 10 years. He has gone on many world tours as our "good will ambassador" in the world of

theatre and today, he is a world famous celebrity. The publication of a biography of his life, *Signs of Silence* (1974) is a lasting inspiration for all deaf youth to rise above their handicap and "aim for the stars."

Another one of our shining stars today, that can often be seen on the television screen, is named Linda Bove. A member of NTD since 1968, Linda has also played a leading role in productions of the LTD. She is the first deaf person to appear in the longest running daytime TV serial, "Search For Tomorrow," and she is a permanent member of that popular TV program for children. "Sesame Street." Her pretty face is often seen in the children's magazine. "Sesame Street," which also includes photographs of Linda's hands forming words in sign language. By communicating with "hands that talk," Linda Bove is helping develop deaf awareness and showing how the deaf can contribute to the world of entertainment.

The West Coast has been the scene of several other pioneering achievements by the deaf during the past decade. On November 15, 1971, Jane Wilk and Peter Wechsberg started the very first television program with newscasters who were deaf. This was "Newssign Four," a daily news program by KRON-TV for deaf persons in the San Francisco Bay area. Jane and Peter, both former members of the NTD, used sign language and fingerspelling to communicate the news of the world, as well as "what was happening and where" in the local deaf community. "Newssign Four" proved so successful that it was honored with an Emmy Award.

Another Emmy Award went to Peter Wechsberg in 1973 for his documentary film, "My Eyes Are My Ears," an NBC TV special which featured "success stories" of deaf people who have contributed to the cultural, educational and social growth of California. In 1975. Peter realized a lifelong dream by establishing "Signscope," a motion picture production company in Portland, Oregon. This led to the production of a fulllength movie in technicolor, "Deafula," a spoof or satirical version of the classic horror film, "Dracula." It also proved that the deaf artist could be as ingenious and versatile as Mel Brooks of Hollywood, because Peter Wechsberg not only wrote the script but also directed the movie and played the leading role of

One could go on and on to list many other breakthroughs by deaf persons who have earned fame on TV or the living stage—such as the performance of the comedy play, "Arsenic and Old Lace," by the Dramatics Club of Gallaudet College at the Fulton Theatre in New York (1943); Bruce Hlibok's outstanding portrayal as the deaf teenage rebel in the Broadway musical, "Runaways," which enjoyed a successful run of 180 performances and also went on national tour (1977-78); and little Jeffrey Bravin in the leading role of the CBS Special Movie, "And Your Name Is Jonah," which was shown on national television, Sunday evening, January 28, 1979. However, a full account of all those deaf persons who deserve mention in this area of the cultural arts will have to wait until some historian in the future, hopefully a deaf person, records it in a book.

Nevertheless, it is important to note that the deaf person who identifies with his deaf counterpart on stage or on television gets a psychological boost which serves to remove the "stigma" of deafness. He discovers a "new image" of himself—a person with self-worth, with greater confidence, with a more positive attitude toward life and society. And the more he studies this new image of himself, the stronger becomes his desire to seek other examples, or "role models," of deaf persons who have succeeded in the various cultural arts.

Who are these "role models"? What were their cultural interests? How did they contribute to the cultural growth of the deaf—and to the greater cultural development of America? The list is long, and almost endless. As mentioned before, it can only be done by writing a complete history of the cultural achievements of the deaf.

Fortunately, we are getting therewith every passing year, the deaf are getting closer to this goal. For instance, we now have courses in "Deaf Studies" at Gallaudet College and the National Technical Institute for the Deaf. These courses focus on the image of deaf characters in short stories, novels, and plays; they also study the works of deaf authors—as poets, as novelists, as dramatists, as biographers who try to preserve some record of the life and work of deaf persons who have succeeded in the cultural arts. One of these special works is The Silent Muse, an anthology of prose and poetry by the deaf, edited by Robert Panara, Taras Denis

and J. H. McFarlane. Another book, Notable Deaf Persons, by the late Rev. Guilbert Braddock, is a collection of "mini-biographies," edited by a deaf woman, Florence Crammatte.

Other sources of information are TV programs such as "The Captioned Evening News" (WGBH-TV, Boston) and "D.E.A.F. Media Productions" (San Francisco). These TV programs regularly feature "Deaf Heritage," which chronicles events and personalities in deaf history. The following is a brief sampling:

Deaf Artist—Cadwallader Washburn (1860-1935), whose statues are in Golden Gate Park, the University of California and in many public places

of San Francisco.

Deaf Sculptor-Douglas Tilden (1860-1935), whose statues are in Golden Gate Park, the University of California and in many public places of San Francisco.

Deaf Journalist-Laura Redden Searing (1840-1923), a war correspondent during the Civil War, she wrote for such newspapers as the St. Louis Republican and N.Y. Times: also published two books of poems and an autobiography.

Deaf Architect-Thomas S. Marr (1866-1936), designed the largest hotel of his day in Nashville, Tennessee, as well as many other public buildings, including the Tennessee School for the Deaf.

The National Association of the Deaf has also helped encourage interest and participation in the cultural arts. At its national convention in 1964, it established the National Cultural Program. With Douglas Burke as its chairman, the NCP Committee organized a national network of cultural programs involving the "grassroots deaf" at local, state and regional levels. Tournaments were held in which the deaf competed in such activities as dramatics, painting, photography, ceramics and plastic arts, poetry recitals, storytelling in signs, dance and beauty pageants. The winners of each tournament were invited to participate in the National Cultural Program contests held during the NAD conventions. These national contests became known as the "National Culturama Program," which always was the highlight of the NAD convention and could be compared to Hollywood's "Academy Awards Night" inasmuch as the winning contestants were honored with the prized "Golden NADDY" Awards.

Although the NAD Cultural Program was discontinued in 1976 because of waning interest and the difficulty of funding expenses for tournaments, its influence remains. This is evident in our deaf community theatres—The Hughes Memorial Theatre (Washington, D.C.); the Fairmount Community Theatre (Cleveland, Ohio); the Chicago Community Theatre (Chicago, Illinois); the Hartford Thespians (Hartford, Connecticut) and several others.

In particular, there is that group of deaf artists who are dedicated to the goal of establishing a permanent organization toward the development of cultural arts of, by and for the deaf. This is SPECTRUM on Deaf Artist, currently based in Austin, Texas, with Betty Miller and Charles McKinney providing the leadership. One of SPECTRUM's best promotions is their company of professional dancers which recently made a successful tour and received the enthusiastic acclaim of audiences and newspaper reviewers.

Finally, there is that favorite of allour one and only "Miss Deaf America Pageant"! Initiated at the Miami Convention of the NAD in 1972, it was the last project added to the National Cultural Program, but it is getting bigger and better as more and more competitive pageants are held at the local and state level. Those who are chosen to advance to the finals at the NAD conventions not only have beauty, personality



and talent that are worthy of recognition but they also serve to inspire other talented young deaf ladies to higher artistic goals.

Indeed, the "Miss Deaf America Pageant" is living proof of our newest cultural revolution-Deaf Women's Power! Not only is it evident in the growing number of workshops on deaf women's advocacy and assertiveness platforms, but it is also obvious by the increasing number of deaf women who are making themselves seen and heard in Hollywood.

One of these is Kitty O'Neill, deaf from infancy, who has been called "Hollywood's most amazing stunt woman." For many years now, Kitty O'Neill has been a "stand in" for Hollywood and TV actresses whenever the scene proves dangerous to human life. Her roles include substituting for Linda Carter whenever "Wonder Woman" leaps over rooftops or jumps down to earth from the 12th floor; for Lee Grant, who almost drowns in the sinking Jetliner in "Airport 1977"; for Lisa Blount, when she is all ablaze with fire during a graveyard scene in the movie "9-30-55"; for Cana Wood when she is hanging out a window on the 10th floor in the TV series "Baretta" and countless other.

She also has set many world's records for speed racing on land and sea. Her greatest triumph occured in December 1977, when she drove "The Motivator," a rocket-powered car costing over \$350,000, over the Alford Desert course in Oregon while strapped down in a position almost flat on her back. Kitty O'Neill was clocked at 513 miles per hour, a new land speed record for women which beat the old record by 200 mph!

Another young lady making the Hollywood scene is tall, blonde Juliana Field who has been deaf from birth. A former member of the National Theatre of the Deaf, Juliana Field has also been featured on the "Captain Kangaroo" TV series, which won an Emmy Award, and a role in the Hollywood film, "Golden Girl," with Susan Anton.

But is is not as an actress that Juliana Field has made the biggest breakthrough in the world of show business. Recently, she was named an associate producer at Warner Brothers TV, the highest position attained so far in the professional media by a deaf person. She is now working on the upcoming Warner Brothers film for ABC-TV, "In This Sign," from Joanne Greenberg's best selling novel of two deaf parents who raise a hearing child.

No doubt about it-"Deaf Women's Power" is on the rise. And it may be just the challenge that the deaf male needs

today. If so, we can find the right man to help us regain our former pride and stature—"The Incredible Hulk"! That is Lou Ferrigno, another deaf person who has made it "big" on national TV.

Lou Ferrigno was born and raised in Brooklyn, New York. An ear infection at age 3 caused a permanent severe loss of hearing and made learning to speak quite difficult. Often finding it hard to be understood by his peers, Lou became shy and withdrawn so that at the age of 16 he was a skinny 90 pound weakling.

Determined to overcome his handicap and gain the respect of his peers, he took up "body-building" and quickly gained in height, weight and strength. At the age of 18, Lou won the "Teen-age Mr. America" Contest. In 1973, he won both the Mr. America and Mr. Universe

body-building titles.

Today, Lou Ferrigno stands 6'5" tall, weighs 275 mighty pounds, and boggles the mind with the following measurements: Chest 59", waist 34", biceps 221/2", thighs 29". He has co-starred in the movie, "Pumping Iron," with super champion, Arnold Schwarzeneger, and he played tackle for one year with the professional football team, the Toronto Argonauts, in Canada. But everyone knows him best as the "green giant" in the long running CBS-TV series, "The Incredible Hulk," whose worldwide following and popularity may eventually outstrip that of Superman.

As can be seen, the deaf have come a long way since they first learned the "3 R's" when the first school for the deaf was established in 1817, at Hartford, Connecticut. They have emerged from the dungeons of darkness and ignorance to claim their rightful "place in the sun." And, in doing so, they have made a significant contribution to the growth and enrichment of the cultural

arts in America.

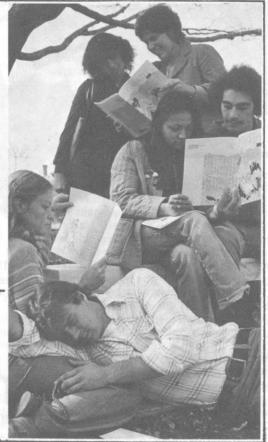
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### The Role Of The OVR Counselor In A Non-Residential School For The Deaf

By ROCHELLE MENAHEM and JUDY SMITH

During the past several years there has been a growing awareness on the part of educators and rehabilitation personnel of a need for more cooperative services to deaf students. The transition from the sheltered school environment to the vast world of work is a difficult one for any young person; for a deaf young person with limited communication skills and experience, it is much harder yet. All too often in the past, vocational planning by the school has not included vocational rehabilitation expertise and programming. Conversely, when the student came to the VR office, the counselor may have neglected to use the knowledge and experience of the school staff when developing rehabilitation programs. The student was faced with confusion and very often lost time in his transition from school to the world of work. Worst of all, some students were lost or dropped out in this passing of responsibilities and may never have received VR services.

A child's educational and vocational needs are not separate and distinct. They are, of course, interrelated. As such, educators and rehabilitation professionals must work together through a team approach. The VR counselor should be used as a resource person during the developing of the Individualized Education Plan. In turn, the school teacher and counselor should provide input before completion of the Individualized Written Rehabilitation Plan. In this way, program continuity from school to employment can be maintained smoothly and without interruption.

Because of problems in these areas, OVR Administration in New York State has included a new thrust in the state planning which calls for a more active OVR role in the schools. Two outcomes of this movement are the special projects at Lexington School for the Deaf and JHS 47, School for the Deaf. The project calls for an OVR counselor to be assigned full time to the school and to work with student clients only. The counselor's office is in the school, providing much easier availability.

After several months experience, as counselors assigned to these projects, we see that this availability allows for more frequent contacts between OVR and school personnel. Hence, information can be disseminated about what kinds of services can be realistically expected from OVR. This eliminates a great deal of misunderstanding which could lead to ill will between agency

and school. The OVR counselor can provide information about evaluation, training programs and other services that are available to the student outside of the school situation, as well as current local labor market conditions. The OVR counselor has access to information about these services and facts from contacts in the rehabilitation community as well as from other OVR counselors.

The OVR counselor should make herself known and available to the students from early on. A counselor is trained and experienced in vocational guidance and can work directly with the students providing counseling services. She is able not only to provide active guidance and career exploration for students on the brink of some kind of vocational decision making, but she, by working with the younger students:

1. Guides their career development. This can be done by placing an emphasis on promoting self awareness. While elementary school children, particularly those in schools for the deaf, may know very little about job titles and qualifications, they know a great deal more about work, for work is something they do every day in school. They perform many of the same tasks in the learning setting that workers engage in on their jobs. They copy from the blackboard, analyze a math problem, etc. We can capitalize on students' familiarity with and understanding of these functions to explore their feelings about them and, hence, help them to develop more of a self-concept in the worker's role. This information can also be garnered for later use in appropriate vocational decision making and

2. By observing the students as they "come of age" for OVR services, she can discover needs before they arise. Prior to the entry of VR counselors in the schools, high school seniors arrive on the doorstep of local offices of Vocational Rehabilitation presenting needs which no existing program could respond to adequately. This might be a need for intensive job related remediation, comprehensive interpreter services. Spanish speaking counselors or any one of a host of others. By becoming involved with prospective clients earlier on in their vocational development, it is hoped that such needs can be anticipated and effective programs can be developed and in place by the time students are ready, so that their days of having to "make due" can finally be at an end. Toward this end, we have asked several agencies in NYC to adapt their programs. We have worked closely with both school and agency staff to develop better techniques of working with the students. While these programs are still undergoing modification, they seem to be more responsive in meeting the needs of the youngsters.

In her role as an educational/ vocational link, the counselor can use the field trip as a tool for career exploration. It has been our experience that a great deal of learning takes place when students are exposed to deaf role models. As part of our projects, we have developed a series of visits to job sites where successful deaf adults are working. The students are able to communicate easily with the worker who can explain his job, in ways students can understand. More importantly, however, the students have a chance to see first hand that it is possible for them to grow up, obtain employment and function independently. The VR counselor accompanying the students points out job variables using the data, people, things category framework developed by the DOT. We also ask questions of the deaf employee such as where he went to school, how he got the job, and how he handles communication problems on the job. These field visits are followed up by in class discussion using various exercises to reinforce information learned and to help students clarify their own feelings about the particular kind of work.

Once students reach a point where they can benefit from more individualized and structured experiences, the OVR counselor in the school can continue to be helpful in a number of ways. Work tryouts and diagnostic vocational evaluations are but two of the ways in which a youngster might explore his interests and abilities in many different work areas. After completion of initial exploration, a student may feel ready to make a specific vocational decision. This might involve training for a particular job, a more generalized college curriculum in preparation for a tentative choice, an immediate job or some other option. Again, it is the responsibility of the OVR counselor to discuss various choices with the client until a goal is reached that appears to be in his best interest. After a choice is made, it is up to the counselor to help the student see it through. This is accomplished through continued guidance and, often, may include the provision of other services such as financial sponsorship, other diagnostic services, physical restoration and job development to name but a few. During the program, the counselor can follow the student's progress by on site visits, and report back to the school. If difficulties are encountered, the counselor can arrange for more cooperative efforts between school and agency. Finally, the counselor can assist the school personnel in interpreting the results of evaluations, so that planning can be developed for the students.

Even here, the work of the OVR counselor does not end. The deaf, like their hearing peers, do not live in a vacuum. They may live with parents, associate with friends and are surrounded by a community that includes businesses, schools, libraries, and other services. To maximize the success of the rehabilitation process the counselor must secure a commitment from those who touch the lives of our clients to help us so that our clients can, in turn, help themselves. Parent workshops, family counseling and community education are all integral parts of successful rehabilitation. Cooperation is truly the name of the game.

While understanding all of the concepts discussed in this paper, we must never lose sight of the fact that "picking

### California Bill Introduced To Allow Deaf Jurors

On March 12, Assemblyman Terry Goggin (D-San Bernardino) introduced legislation that would end California's discrimination against deaf persons wishing to serve on juries. Introduction of the bill was motivated by recent court decisions which upheld the state law that excluded deaf people from serving as jurors.

In introducing the bill, Goggin said, "The exclusion of all deaf and hearing impaired persons from jury duty reflects a prejudice that deaf persons cannot intelligently participate in the judicial process. Like so many prejudices, this belief does not conform to the reality that many deaf people are eminently qualified to serve."

an occupation" is not a once in a lifetime decision. Career evolvement is a developmental, dynamic, comprehensive process that extends over a long period of time.<sup>2</sup> Career guidance and vocational rehabilitation must be tooled up to deal with it accordingly.

#### References

- Munson, Career Education for the Deaf Student: An In Service Leaders Guide, University of Rochester 1975, page 9.
- 2. Ibid, page 2.

This contention is supported by experience in the State of Washington, where a deaf man was recently empanelled as a juror in a criminal case. There was no problem in his following the proceedings with the aid of a sign language interpreter. Previously, many deaf persons have served as witnesses in trials and as jurors in civil cases. There have never been complaints that the interpreter distracted the jurors or obstructed the proceedings in any way.

Goggin cited the Department of Rehabilitation's estimate of over 1,500,000 deaf or severely hearing impaired persons in California to illustrate the magnitude of the problem, calling the intent of his bill "a simple matter of basic human rights."

The legislation is sponsored by the California Association of the Deaf.



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# Report To The Task Force To Examine The Role Of The Center School For The Deaf In Pennsylvania

By ROBERTA THOMAS

This Task Force is convened to consider the role of the Center School for deaf children in Pennsylvania and to develop guidelines for the placement of deaf children in appropriate programs. The Task Force must not only consider these issues within the mandate of PL 94-142, but it must also address itself to the larger question of what education best serves the needs of deaf children. There is no national or state-wide consensus concerning either the interpretation of PL 94-142, or concerning what constitutes an "appropriate" education for deaf children. I would like to present to the Task Force information relevant to these two critical issues.

At the December Task Force meeting, a participant asked me why I would consider it appropriate for a normal deaf child to attend a school for the deaf. It seems to me necessary that those who may well be determining the educational future of our deaf children understand the reasons why many parents, educators and the vast majority or organizations representing the deaf consider center schools an appropriate placement for many deaf children. It is also important that members of the Task Force recognize Pennsylvania's interpretation of PL 94-142 particularly regarding "Least Restrictive Environment" is an interpretation not reflected in the policy of other states, and is seriously questioned by many who are concerned about the educational wellbeing of all handicapped children.

Several issues in PL 94-142 directly concern this Task Force. PL 94-142 insures a free appropriate education for all handicapped children. It mandates a continuum of placements about which all parents are to be informed. It provides parents and, when appropriate, the child himself the opportunity to be actively involved in determining an educational placement. PL 94-142 mandates the inclusion of handicapped adults in all educational programs for the handicapped. The law also makes it possible for parents to mainstream their handicapped children if they consider it appropriate. The term mainstreaming is never used in the law; "Least Restrictive Environment" is mentioned only once and never actually defined in the law.

Pennsylvania's interpretation of "Least Restrictive Environment" is not the standard one. Rather than an equally accessible continuum of placements, Pennsylvania has established a hierarchy of placements in which the Center School, evidently still considered by many a custodial institution, is located at the bottom (next to "homebound") and regarded the least desirable placement. Many educational administrators in Pennsylvania believe that this hierarchy is mandated by PL 94-142. Many educational administrators in Pennsylvania believe that "Least Restrictive Environment" mandates some form of mainstreaming as always being the preferred placement. Many educational administrators in Pennsylvania believe that the law reguires schools for the deaf to be reserved for deaf children who are less able or multihandicapped. In fact, none of these present policies in Pennsylvania is mandated by PL 94-142. On the contrary, these policies often result in de facto placement by category since what is considered a desirable placement is essentially decided in advance by the Department of Special Education and placement by category is most definitely a violation of PL 94-142.

In most cases, the handicapped child is placed in the local program provided by the Intermediate Unit often entirely because these programs are housed in hearing schools. The Intermediate Unit really makes the placement decision, and invariably chooses itself. Appropriate program becomes no more than a synonym for local program. The wishes of the parent and often of the child himself are consistently disregarded. The only real right parents have is the right to agree with the decision of the local Intermediate Unit.

The State Department of Education has clearly expressed the view that schools for the deaf are a placement for children who cannot be mainstreamed rather than children who should not be mainstreamed. Mr. Makuch refers to schools for the deaf as "segregated" facilities. Since deaf children are not a racial group, nor are they compelled to attend a school for the deaf, the term 'segregated" is inaccurate. Its use however, does suggest a very pejorative attitude towards schools for the deaf, an attitude which is consistent with Pennsylvania's interpretation of PL 94-142 and its subsequent placement of deaf children.

It is the view of many educators, administrators and parents, that Pennsylvania's interpretation and implementation of "Least Restrictive Environment" is inconsistent with the intention of PL 94–142. Pennsylvania policy reflects

almost no participation from the consumer, the deaf adult, whose more relevant perspective is in fact ignored. Pennsylvania policy effectively excludes the parent, whose informed understanding of his deaf child's needs is considered less relevant than the views of an educational administrator. Pennsylvania policy represents also an incomplete understanding of deafness and the needs of deaf children. Anyone who is sensitive to the needs of handicapped children knows that what constitutes the "Least Restrictive Environment" for one child might well constitute the most restrictive environment for another. A normal deaf child has the same needs, capabilities and rights as a hearing child. But to recognize that a deaf child is normal by no means suggests that he should be mainstreamed. Because he is deaf, his needs, capabilities and rights must be met with a sensitive understanding of his handicap.

Deaf children cannot hear. They statistically have only a 4% chance of learning to speak coherently and functionally understand human speech. In a hearing environment, a deaf child is physically present, but emotionally and intellectually absent. He understands NOTHING that is happening around him unless it is interpreted to him in sign, and no interpreter can possibly make available to him all that surrounds a hearing child in the hearing world. Deafness is, by its very nature, isolating. A deaf child's education must provide every opportunity to minimize this isolation. Only when a deaf child is in an environment where he can communicate and interact with a great variety of people through sign is this environemnt 'normal" or the "Least Restrictive Environment," an environment where he can grow normally, develop his capabilities and become integrated emotionally and psychologically. Such a total environment provides a non-oral deaf child his best opportunity to become part of the larger culture.

It is important to accept the fact that deafness cannot be "overcome;" it is irreversible. Deaf children will become deaf adults and will naturally spend a good part of their lives with other deaf people. All of us quite naturally spend our time with people we can communicate with and compete with equally as peers. Such is the case with deaf people, and no amount of mainstreaming can change this. To help a deaf child become integrated in our culture by

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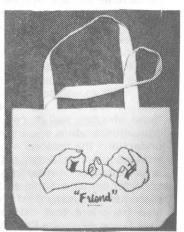
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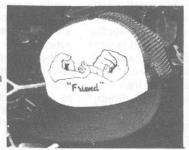


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placing him in a world that he cannot understand and that cannot understand him is sentimental nonsense that can have profoundly serious psychological and educational consequences.

A deaf child's best chance of becoming a productive citizen both personally and professionally depends upon his being educated in an environment where he can have good adult models, a large community to interact with, an appropriate and continuous academic education, counseling, a rich variety of non-classroom school experiences and opportunities for leadership. These opportunities are available to every hearing child in every hearing school. These opportunities are available to deaf children at a school for the deaf.

Though Intermediate Unit programs are variable in their services, they generally offer the self-contained classroom for the non-oral deaf child. There are perhaps 5 to 10 children in a class and a teacher of the deaf. In some Intermediate Unit programs, this constitutes the total number of human beings with whom the child can communicate easily and naturally in the whole course of the school year. There is no Intermediate Unit program with more than four or five classrooms for the deafperhaps 40 students compared to several hundred hearing students-in the same school. Proximity does not constitute integration. These deaf children are in fact isolated and deprived, both linequistically and socially.

No Intermediate Unit has any real relation with deaf adults; the children never interact with deaf adults to give them a sense of pride, personal integration and exposure to fluent sign. Without other deaf children and deaf adults, these children are not given the essential ingredients necessary to developing

a sense of identity.

When the deaf children go to the cafeteria, they sit apart. If there is a signing adult with them, he decides what shall and what shall not be interpreted for the children. In fact, the deaf children in the self-contained classroom cannot communicate with the other other children. coaches, dietician, maintenance men, in short anyone who doesn't know sign language. Truly integrated participation in art, assemblies, gym, recreation does not exist. How many deaf varsity athletes are there in the Intermediate Units? How many deaf children are in leadership roles in hearing schools? In many cases, the hearing schools are barely hospitable to their deaf students. Neither the principal nor the staff care to have any relation to the deaf children. These children are tolerated, not integrated. Their essential needs, socially,

psychologically and linguistically are not being served.

Schools for the deaf provide an environment and staff that are specifically geared to serve the total needs of deaf children. Technologically, schools for the deaf are capable of providing sophisticated aids suitable for the special communication and curricular needs of deaf children. These expensive teaching aids, accoustical controls and audiological maintenance services which deaf children require can be provided by schools for the deaf because the large student population can support this expensive equipment. For an Intermediate Unit to supply this technology in possibly 10 different places at the same time is financially infeasible.

This large deaf student population base is fundamental to all the explicit and implicit services provided by schools for the deaf. It is particularly relevant in the area of language. Perhaps the greatest difficulty facing deaf children is the acquisition of language. Research indicates that if deaf children can acquire fluent language through sign, their entire development can be normal. Research also indicates that language for all children is acquired the same way-through interaction and exposure. At a school for the deaf, a deaf child can be inundated with language because his interaction and language exposure is potentially unlimited. He can sign with his classmates, his teacher and all the other children in the school. He can sign with all the teachers, the principal, the food service personnel, the librarian, the sports coaches—he can sign with everyone. Deaf children require this opportunity to develop the language skills that will make it possible for them to function as intellectual equals of their hearing

In the total community of a school for the deaf, a deaf child has the opportunity for the same wide and various life available to hearing children at a hearing school. He can belong to clubs and sports teams as an equal. He can go to parties and dances and fully participate. He can be a leader because he can compete equally with his peers. The unwritten curriculum that comprises a large part of a school child's life is available to the deaf child. His school time outside of class is not isolated and alone. And because he is inundated with people, his social development will be normal.

Because a school for the deaf is a center for the deaf community, a deaf child can see and interact with deaf adults. At school, he can see deaf adults in positions of authority. He needs these

models so that he can grow up believing that he too can become a successful citizen both personally and professionally.

But perhaps, just as important, at a school for the deaf, a deaf child can belong, and not be an outsider, part of a small group of children who are "different." A school for the deaf offers a deaf child the chance to be a child, not just a deaf child; it offers him the chance to grow and thrive as a whole human being.

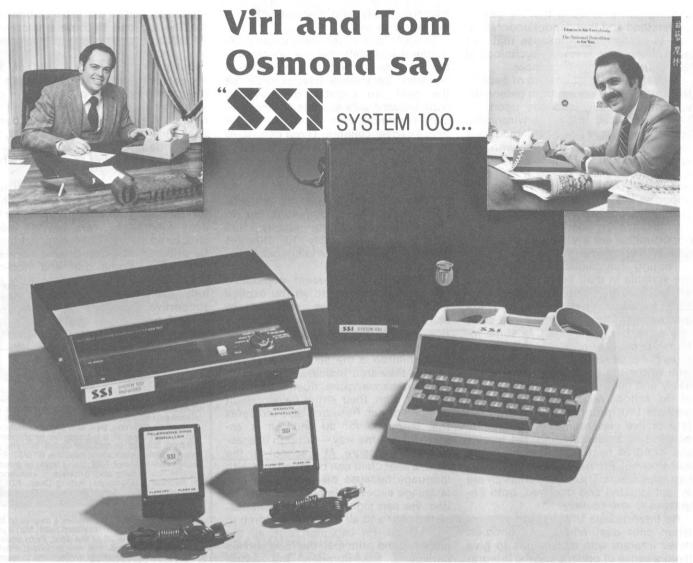
This is not to suggest that all deaf children should be educated at a school for the deaf. First of all, schools for the deaf themselves can provide some structured mainstreaming opportunities for children who can benefit from this experience. Some oral and non-oral deaf children can be successfully and fully mainstreamed with appropriate supportive services. Deaf children with enough oral functioning can be appropriately served in a self-contained class-

COORDINATOR, Curriculum & Program Evaluation: Ph.D. in Curriculum Dev, Ed Tech, Ed Eval or related field; Master's Degree and 5 yrs of related exp may be substituted; Min 3 yrs exp in curriculum planning, dev, and implementation; Exp in prog eval in programs for exceptional children; Skilled in manual comm or willingness to learn; Application deadline 6/15/80; Expected date of empl 7/80; Send letter of intent, resume, transcripts and 3 letters of reference to: Michael L. Deninger, Acting Dean, KDES, Gallaudet College, 7th & Fla Ave., N.E., Wash., D.C. 20002; Salary negotiable\*

ASSISTANT PRINCIPAL: Master's degree in Ed of the Deaf, Ed Admin or related field; Min 3 yrs teaching exp in the ed of the deaf; Prior supervisory exp preferred, but not required; Proficiency in manual comm or willingness to learn; Application deadline 6/15/80; Expected date of empl 7/80; Send letter of intent, resume, transcripts and 3 letters of reference to: Michael L. Deninger, Acting Dean, KDES, Gallaudet College, 7th & Fla Ave., N.E., Wash., D.C. 20002; Salary negotiable\*

SUPERVISOR, Diagnostic & Support Services: M.A. in Ed of the Deaf, Sch Psych or related field; Min 3 yrs exp in teaching exceptional children (at least 2 yrs exp in supervision and management of personnel engaged in diagnostic-prescriptive assessment); Skill in manual comm or willingness to learn; Salary commensurate with exp and trng; Application deadline 6/15/80; Expected date of empl 7/80; Send letter of intent, resume, transcripts and 3 letters of reference to: Michael L. Deninger, Acting Dean, KDES, Gallaudet College, 7th & Fla Ave., N.E., Wash., D.C. 20002

PRINCIPAL: M.A. in Ed, Ed of the Deaf, Sp Ed Admin, Ed Admin or related field; Min 5 yrs exp and at least 3 yrs exp in the administration and management of an ed program for exceptional children; exp in developing and managing budgets; Manual comm required; Salary commensurate with exp and trng; Application Deadline 6/15/80; Expected date of empl 7/80; Send letter of intent, resume, transcripts and 3 letters of reference to: Michael L. Deninger, Acting Dean, KDES, Gallaudet College, 7th & Fla Ave., N.E., Wash., D.C. 20002



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room. And many deaf children—able, intelligent, emotionally stable deaf children—can benefit from an education at a school for the deaf. Every deaf child is different, and may well need different educational environments at different stages as his development. Because no deaf child can be categorized, there is no legitimate method for writing guidelines in advance to determine what placement is best for what deaf child.

It is, however, legitimate for a parent to have the major role in choosing his child's educational placement. 94-142 was intended to extend, not to limit, the parent's input in determining his handicapped child's education, and that is entirely appropriate. Parents know most intimately what their deaf children need, and their experience and understanding must be trusted and respected. Certainly parents differ in their views concerning the needs of deaf children. Parents differ also in their views concerning the needs of hearing children, but the State does not interfere with the parents of hearing children. It is an intrusion and unwarranted for the State to willfully usurp the proper role of the parent by denying any parent his right to decide what education is best for his child.

In view of this discussion, I am asking

### NTID Offers Checklist On Mainstreaming Hearing Impaired

A new, free checklist on mainstreaming hearing impaired students in regular classrooms is available from the National Technical Institute for the Deaf (NTID).

Developed by Drs. Milo E. Bishop and T. Alan Hurwitz, NTID dean and associate dean respectively, the checklist covers the major concerns teachers and school administrators now have as they consider ways to mainstream in their schools.

The new checklist summarizes 11 years of experience and research at NTID—a world model for mainstreaming and the aural rehabilitation of hearing-impaired people.

the Task Force to consider the following recommendations:

1. That Pennsylvania recognize that what constitutes the "Least Restrictive Environment" for any handicapped child depends entirely upon that child's specific individual needs;

2. That the hierarchy of placements established by the State Department of Education be replaced by a continuum of placements that are equally considered and equally accessible:

3. That parents have the prerogative

Located on the campus of Rochester (N.Y.) Institute of Technology, NTID is the world's largest technical college for the deaf as well as the only post-secondary institution where large numbers of deaf students regularly attend classes with hearing students. To date, more than 2,500 deaf students have shared the mainstreaming experience at RIT.

The checklist is free by writing to:
Public Information Office
National Technical Institute for the
Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, NY 14623

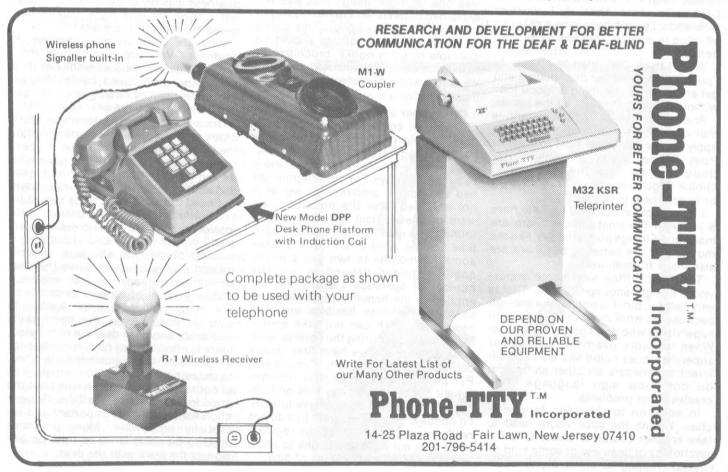
Please include a stamped, self-addressed envelope.

and right to place their deaf child in the program which they believe speaks most appropriately to his present specific needs;

4. That schools for the deaf be considered an appropriate placement for many normal deaf children because of their severe communication handicap;

5. That the only guidelines for the placement of deaf children be the present specific needs of the individual deaf child.

Thank you very much.





Dear Editor:

After reading the article on "Deaf People Working in U.S. Post Office" in THE DEAF AMERICAN, November 1979 issue. I would like to say something that may help other deaf people to be aware of some issues involved.

I am deaf and am now working in the Post Office. There are many things which I was not aware of before accepting the position, especially from the Department of Rehabilitative Services (DRS). When I first applied for the job, I had to go through many DRS procedures; like filling out the application, interviewing, taking evaluation tests and taking a tour of the post office. I asked a lot of questions, which I wanted answers to. I was expected to work weekends and overtime: the benefits were explained and so forth. I was required to work overtime after the announcements were made on very short notice, even if I didn't want overtime. DRS also said that if I worked weekends. I would have long weekends off once in a while. That has never happened.

What I think DRS tried to do was to "push" a program for deaf people and get all the credit for doing a "good job" without thinking through all the issues.

Another thing I do not understand is that when some deaf people stop by to apply for the job at the Post Office, the Post Office sends them to DRS. Shouldn't we have the freedom of choice to go to the Post Office to apply or to ask them to help?

I know that I should feel lucky to have a job with the Post Office. There are many good things about the job, like the money and the benefits, but there are

also many frustrations.

The Post Office sent some supervisors to sign language classes. That is very helpful, but it is not helpful enough because we work most of the time with supervisors who don't go to the classes. When we work overtime, our regular supervisor goes home and we have different supervisors on other shifts who do not know sign language. This creates some problems.

In addition to this sign language class, I think the supervisors need to take another course to understand the psychology of deafness or some kind of special training to know about deaf-

ness. This would improve the working relationship between the deaf employees and supervisors and I feel this is one of the most important things on the

Also, there are special events like homecoming and signed plays that come once a year. If we want time off to go to one of the activities, we have to use annual leave. Usually, most of us would stay and work for ½ day and then take annual leave. We normally would fill out the annual leave form as soon as we find out about the event. The Post Office requires two weeks notice, however, and sometimes we do not know about the activity two weeks before. It is not the Post Office's fault, but we have tried our best to work it out with Post Office and it has never worked out. The Post Office is not very flexible in this respect.

This whole problem of annual leave was one of those things that was not explained to us either. We had no way of knowing about this policy. This policy or other personnel policies should be available to us in books, brochures or written down and distributed to us so we would know or understanding what these policies are.

On another example, there are three (3) kinds of employees; casuals, parttime flexible (PTF) and full-time employees (regulars). Casuals are employees who are on training probation, usually for 90 days. For our program, we had six months probation. If we were not qualified after the probation, we were dismissed (laid off). Once we're found to be qualified, we become parttime flexible. After this, it usually takes about 18 months to two years to become regulars depending on the number of openings. Casuals are not entitled to the benefits, retirement and so forth. Part-time flexibles are. The casuals and PTF can not take annual leave (vacation) during the holiday week because the regulars have first choice depending on the seniority. Casuals and PTF are required to work on all holidays even if our regular off day falls on holidays. The regulars do not have to work on holidays unless they want to. I do not really know that much about regulars since I do not have any books to know about the facts. I am PTF as of now.

Another thing that concerns me is the pressure to "get the job done" that the Post Office puts on us. Sometimes I think that the Post Office cares more about the "sacks of mail than our health." They push harder and harder when they get behind and this concerns

All in all, there are many advantages to work in the Post Office. There are several disadvantages, too, however, I felt that it was important to make people aware of these. I hope my thoughts will be helpful to the Post Office, DRS and to other deaf people who might be considering working at the Post Office.

Ollie McCrav

2426 Vernon Road Richmond, Virginia

#### It Must Be Thanksgiving

Dear Editor:

Turkeys, turkeys, turkeys—deafness has more than its share. Now, turkey has two definitions, and the reference made here is not to the big bird but to the professional flop.

When I was a student, a fellow student, not in my program, asked me why there were so many turkeys in deafness. I wasn't fond of his question because deafness was my chosen field of study, but I knew he was right. Others had asked me the same question.

Why are there so many turkeys in deafness? Why are incompetent individuals not dismissed as readily as they are in other professional fields? Why do I so often hear, "I hired him or her because he/she was the only applicant.'

Does the lack of professional standards in many areas of deafness and/or the communication problems of deaf clients provide a haven for those who do not strive for excellence? And what about excellence-do deaf individuals not have the same right to be served by "competent and knowledgeable" professionals? Why is incompetence tolerated? Why is so little said about it?

Undoubtedly, the shortage of welltrained professionals to serve the deaf contributes greatly to the existence and/or survival of turkeys in deafness. For many positions, once applicants who do not possess the basic skills needed to serve the deaf are eliminated, there is often little or no competition for the position. Many positions are filled, by default, by untrained individuals. It is, of course, the deaf person who pays the price for such a state of affairs. Competition for positions is important and essentially productive. More programs need to be established to train professionals for work with the deaf.

Few professionals (deaf or hearing) will speak up or speak out on this issue though it is discussed within the ranks. The fear of losing funding which is in short supply keeps one from admitting that an inadequate job is being done. The real problem is, of course, that there is often not enough money or trained professionals to do an adequate job.

Likewise, few deaf consumers will speak up or speak out on this issue either, though they, too, discuss it among themselves. For if deaf consumers criticize a service or a service provider, they run the risk of losing the service or the service provider's position altogether. But deaf consumers need to speak up, for if funds for services continue to be limited, they should demand better services for their dollars.

Parents and interested others often lack an awareness of the present state of affairs. Their support is needed to bring about change in this area.

We need more trained manpower in deafness, and more programs to train professionals to work with the deaf. We also need to establish professional standards in many areas of deafness. But, most importantly, we need to stop settling for less than the best!

Marie A. Curtis, Ed.D.

Nacogdoches, Texas

#### **WFD Endorses Symbol**

#### Dear Editor:

I would like to proudly announce the culmination of two and a half years of work toward the establishment of the International Symbol for Deafness. Mr. Yerker Andersson, vice president of the World Federation of the Deaf (WFD), and Task Force member, stated recently that the WFD has officially endorsed a symbol that will represent deafness on an international level. The symbol is the original symbol "A" that the Task Force for the International Symbol for Deafness selection, but with some modifications.

The cooperation between Gallaudet College, The Model Secondary School for the Deaf and the National Association of the Deaf enabled the symbol for deafness to become a reality. Many people throughout the world have contributed both their time and ideas to this most successful endeavor.

The National Association of the Deaf intends to make an official announcement very soon that will formally introduce the symbol to the deaf and hearing communities of the United States. THE DEAF AMERICAN will be printing an article on this topic, and it is expected that other publications will soon follow suit.

Enclosed is a sample of what the "International Symbol for Deafness" will look like. The symbol will be printed in white on a dark blue background. Mr. Jack Weiss, JACK WEISS ASSOCIATES, has been in charge of seeing to it that the slight revisions were made that the WFD had requested for the symbol. Other symbols may exist that illustrate deafness; however, this symbol is the one that has been designated by the WFD as the officially recognized symbol for deafness worldwide.

The suggested symbol design uses were created by our Task Force, many years ago, as ideas of how the symbol for deafness could most appropriately benefit deaf people throughout the world. Naturally, there are probably many more suitable ways that a symbol for deafness could be used. The following are some examples of how a symbol may be best utilized.

- CARD USED IN WALLET NEXT TO THE DRIVER'S LICENSE (for use in case of accident or other identification)
- SYMBOL AIRED PRIOR TO TELE-CAST SHOWING PROGRAMS CAPTIONED OR INTERPRETED FOR THE DEAF
- SYMBOL USED IN TV AND MOVIE LISTINGS HIGHLIGHTING THE FACT THAT A PROGRAM IS CAPTIONED OR INTERPRETED FOR THE HEAR-ING/IMPAIRED

- SYMBOL SHOWING A CENTRALIZED EMERGENCY TTY NUMBER IN TELEPHONE DIRECTORIES
- SYMBOL ON POSTER CARDS IN AIRPORTS AND LIBRARIES DE-SIGNATING TTY ACCESSIBILITY
- SYMBOL ON ROAD SIGNS NEAR DEAF SCHOOLS OR WHERE DEAF CHILDREN PLAY
- PLASTIC SYMBOL CARDS TO BE GIVEN TO THE HOTEL MANAGE-MENT IN THE EVENT THAT A FIRE SHOULD OCCUR. THE DEAF PER-SON COULD THEN BE EASILY NOTIFIED BY THE HOTEL MANAGE-MENT
- SMALL SYMBOL LAPEL PIN (size of the NAD lapel pin emblem)

A deaf person now is enabled to identify himself or herself as having a hearing loss, and can now do so in an efficient and effective manner. Obviously, the deaf person is entitled to convey this information at his or her own discretion, and hence will not be forced into using an identifying symbol. If you should have any questions regarding the symbol for deafness I would be most pleased to answer them. Thank you for your interest and involvement in this effort.

Herbert C. Bounds Pearson Chairman, The Task Force International Symbol for Deafness

Washington, D.C.



### NATIONAL DEAF BOWLING ASSOCIAT 16th ANNUAL **CHAMPIONSH BOWLING TOURNEY**

(ABC SANCTIONED)

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3rd 500 (\*\$100) 8th 300 (\*\$ 50)
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DEADLINE MAY 25,1980

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Four Man Team-Doubles-Singles \$600.00 Donated by D.A.D. 2/3 of 200 Handicap-40 Pins Maximum Per Game Entry Fee: \$11,00 Per Man, Per Event \$1,00 Per Man, All-Events DEADLINE MAY 25, 1980

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FOR LOCAL TOURNAMENT INFORMATION Mrs. Joan Picou MDWBA Cheirledy 14032 Brookgreen Dr. Apt. No. 1085 Dallas, Texas 75240 TTY 214-898-9172

All Events - #1,00 optional DEADLINE: May 25, 1980 Coach Minter should be commended for a job very well done in molding this fine USA soccer team. He is a PE instructor and soccer coach at Gallaudet College. Also thanks should go to Francisco "Paco" Cordero of Laurel, Maryland for his great help as assistant coach. A native of Costa Rica, he really helped greatly with his Spanish translation at the Mexican Olympic Center where the USA Team resided during the tournament. Paco is a counselor in Vocational Rehabilitation in Baltimore, Maryland. And Special thanks should go to Ted Staroyiannis who served capably as trainer of the USA team. He came to Gallaudet College from Athens, Greece, and is now a dormitory counselor and assistant soccer coach at the Marie H. Katzenbach School for the Deaf.

We are still reliving great memories of Mexico City. We had a wonderful experience. We enjoyed the soccer games, the beautiful Mexican Olympic Center, the hotel accommodation at Alameda Hotel, the meals, the sightseeing, the pyramids tour, dining in the natural cave, the Copandes Congress and the hospitality of the Mexican local deaf committee.

Photos in this sports story were taken by Charles L. Shoup of Mc-Lean, Virginia. He is instructor at Visual Communication Center, Gallaudet College. He was official photographer of the USA contingent that went to Mexico City.

### We Showed Them In Mexico City

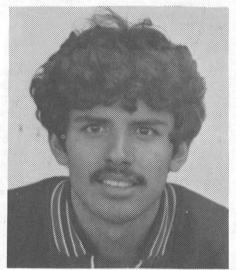
World Games for the Deaf Qualifying Tournament in Soccer, February 13–17, 1980

By Marty Minter, USA Coach

The soccer tournament in Mexico City was an exciting and rewarding one for the USA team, signifying the rapid growth and development of soccer among the USA deaf population. This USA team consisted of 15 players from 17 to 34 years of age.

The team had only two actual days of training before departing for Mexico City. The team was expected to train for at least four more days in the high altitude of Mexico City prior to the start of the qualifying games. Unfortunately, upon arrival on February 11, the team was notified that it must play its first game on Wednesday with the powerful host team, Mexico. We were further notified that on Friday we would then play Australia.

This USA team, with only one day of practice in this limited oxygen environment, took on Mexico. The Mexican team had trained for five months to-



Manuel Lopez of Venice, California, kicked his second goal in the game with 1½ minutes left to help the USA soccer team defeat Australia, 5–4.



SECOND USA SOCCER TEAM AT WORLD GAMES—The members of the USA team that showed 'em at Mexico City, left to right: Sitting—Jeff Bartholomew. Kneeling—Ted Staroylannis (trainer), Rod Kelster, Manuel Lopez (No. 11), Paul Kaufman, Wes Hawkins and David Murray. Standing—Stephen Rute (3), David Meredith (14), Ward Pettis (19), Emmanuel Dadzle, Rafael Pinchas (manager), Nelson Gallagher (10), Dan Goldschmidt (12), Reggie Hines (18), Armindo DaSilva (6), Francisco Cordero (assistant coach), and Marty Minter (head coach). Missing—Allen Talbert. This photo was taken after their well-deserved win over Australia.

gether under careful training conditions.

Well, the result was obvious, but the U.S.A. team came out of the game with much admiration and respect. We lost to Mexico, 4–0, but the score was not indicative of the contest. It was only 1–0, at halftime and it remained that way for much of the second half. It took a penalty kick against the USA team to really change the tempo of the game.

There are no excuses offered for our loss, Mexico (tournament winner) had an outstanding team. But one question that all of the USA team members pondered, "What if we could have trained under favorable conditions for the five months?"

I guess the test for our truly gutsy team was in the Australian game. After only one day of rest, we had to play an Australian team which had five days to train in Mexico City. The Australian team was well rested and ready for us. Their team had speed, skill and experience.

This game between Australia and the USA was a classic that will be remembered by all participants in the years ahead. Australia came out quickly, leading 2–0. But, this changed with the addition of Manuel Lopez to the USA lineup. Before the half ended, Manuel helped propel the USA to a 2–2 tie.

The second half was again a see-saw battle. Australia lead 3–2, then the USA tied it again at 3–3 on a header by Ward Pettis. With about 12 minutes left, Australia took another lead, 4–3. Then, with less than 8 minutes left, Wes Hawkins kicked a free kick some 23 yards from the goal into the upper right hand corner to knot the game at 4–4. This game was not over until Manuel Lopez scored the winning goal at 1:52 left in the game to seal a 5–4 victory for the USA.

This victory was historical because it was the first international victory for the USA in soccer competition since its establishment.

In summary, the USA team learned a lot and it was truly a worthwhile experience. No longer can the deaf world say, "Americans don't know how to play soccer." Instead, it is our hope that these games will be the beginning for future success for the USA in the sport known throughout the world as "football."



FLAG BEARER—Wes Hawkins of Dunbar, Pennsylvania, a Western Pennsylvania School for the Deaf product and now a student at NTID, was the USA flat bearer during the opening and closing ceremonies at Mexico City.

#### 1980 USA Team

Name Stephen Rute Wes Hawkins Rod Keister Nelson Gallagher Manuel Lopez Dan Goldschmidt Armindo DaSilva Paul Kaufman David Murray	Age 26 (Co-captain) 22 (Co-captain) 21 22 20 17 23 18 23	Position FB HB-F FB F HB-F HB-F FB	Hometown Leurstown, Pa. Dunbar, Pa. Rochester, N.Y. Jersey Shore, Pa. Venice, Calif. New York, N.Y. Hillside, N.J. Jackson Heights, N.Y. Oakland, Calif.
Allen Talbert	27	FB	Ursina, Pa.
Ward Pettis	26	HB	Silver Spring, Md.
Reggie Hines	20	F	Wilson, NC.
Emmanuel Dadzie	34	FB	Riverdale, Md.
Jeff Bartholomew	26	G	Goatesville, Pa.
David Meredith	18	HB-F	Cherry Hill, N.J.
Final Bas	ulte		er, Lopez, DaSilva and David

**Final Results** 

Mexico 4, USA 0; USA 5, Australia 4; Mexico 8, Australia 2. **Mexico** as winner advances to World Games, Cologne, West Germany, 1981

HB-F
Rute, Keister, Lopez, DaSilva and David
Murray are Gallaudet College students.
Kaufman and Goldschmidt are seniors at
Lexington School for the Deaf at Jackson

Heights, New York

WE FINALLY WON—Kicking the ball is Wes Hawkins. He was one of the stars of the USA soccer team that finally won a WGD soccer game against Australia.

Gallagher, a Clarke School for the Deaf product, is a sophomore at Temple University in Philadelphia.

Hines is a sophomore at East Carolina University.

versity

David Meredith is a senior at Marie H. Katzenbach School for the Deaf, West Trenton, New Jersey.

Hawkins is a student at NTID, after prepping at the Western Pennsylvania School for the Deaf.

Bartholomew was graduated from Gallaudet College and is now a dormitory counselor at Marie H. Katzenbach School for the Deaf.

Dadzie attended school in Ghana from grade school to high school before attending Gallaudet College in 1969, and is now a graduate special at Gallaudet College.

Pettis was a Gallaudet College graduate, Class of 1979, and is now working as a biologist at National Cancer Institute, National Institute of Health, Bethesda, Maryland.

Talbert, also a Gallaudet College graduate; is now a dorm counselor for Psycho Education Center at Boston School for the Deaf in Randolph, Massachusetts.

COPANDES NOTES: The Copandes Congress meetings were held on Thursday, Friday and Saturday mornings in the beautiful Meeting Hall of the Mexican Olympic Federation Building. The meetings were chaired by Copandes President Art Kruger. Delegates were represented by the USA, Mexico, Venezuela, Canada, Australia, Uruguay, Argentina, Costa Rica and Paraguay. Speeches and reports were presented in either English or Spanish.

Art Kruger was re-elected for another four-year term as president of the Copandes Congress. Officers include Vice President Pedro Alvarez (Venezuela) and Secretary-Treasurer Carlos Abayian (Uruguay).



OPENING CEREMONY—Shown here are VIPS seated during the opening ceremony at Estadio Municipal de la Puerler, a beautiful Mexican Sports Center.



OPENING OF THE 4th COPANDES CONGRESS—Organizing Committee Chairman Salvador Gudino gave a welcome address at the meeting room of Mexican Olympic Center. Seated, left to right: Rafael E. Valverde E., president of the Costa Rica deaf sports federation and a board member of the Copandes; Pedro Alvarez D. of Venezuela, first vice president of the Copandes; Art Kruger of Richmond, Virginia, president of the Copandes, Donalda Ammons of Frederick, Maryland, interpreter; Carlos M. Abayian of Uruguay, secretary-treasurer of the Copandes, an official of the Mexican Olympis Committee, and Jerald M. Jordan, CISS president. They (all except the Mexican Olympic official) were seated throughout the three sessions of the Congress. Ms. Ammons was a very remarkable lady, serving as the interpreter, translating from English into Spanish into English throughout the Congress. Everybody really loved her for this. She is an instructor of Romance Languages at Gallaudet College.



POSING DURING THE FLORAL OFFERING—Left to right: Jo-Ann Robinson, delegate from Canada; Aalvador Gudino M., chairman of the Mexico Games Organizing Committee, and Art Kruger, president of the Copandes (Pan American Games for the Deaf Federation).

### **Foreign News**

By Yerker Andersson

**FINLAND:** The Finnish association of the deaf will celebrate its 75th anniversary this year. Its celebration committee has suggested the following topics to be discussed at club meetings or workshops every month:

January, Deaf Child; February; Deaf Youth; March, Deaf Workers.

April, Deaf Culture and Arts; May, Information Media; June, Aged Deaf Persons.

July, Deaf Family Members; August, Multi-handicapped Persons; September, To Be Deaf in Finland.

October, Education of the Deaf; November, Isolation and Integration; December, Sign Language.

The 75th anniversary party will be arranged on September 28 at 1:00 pm.

**DENMARK:** The Danish Princess Benedikte visited the Midtjydsk club of the deaf on its 50th anniversary and its exhibition, "Deaf in Denmark."

**FRANCE:** Mme. Giscard d'Estaing, the wife of the French president, visited the club of the deaf in Havre last October and received a water color picture by a deaf artist from the club.

Two important figures in the art world of the deaf have recently passed away. Paul Durand, international president, the WFD Commission on Art and Culture, died from a heart attack. He was one of very few deaf teachers at schools for the deaf although he was never trained in education of the deaf. He went to the best art schools in France. Marylise Enjalbert was very active in the arts and culture of the deaf in France for many years.

GREAT BRITAIN: Lord Chalfont has accepted the office of president in the Royal National Institute for the Deaf. He is a member of the House of Lords and has been a high government official for many years. Accepting this office, he said, "My long involvement in national and international affairs has made me fully aware of what communication means." One of RNID's vice presidents is Dr. Edward C. Merrill, Jr., president of Gallaudet College.

A British TDD (TTY), similar to MCM, Portatel or AM COM1, was introduced last December. Its price is \$600-800. It has no brand name but it is made by Kegwain, Ltd., Brighton. Its features include a 1000-character memory. (Hearing, Vol. 34, No. 6, November/December 1979, p. 273)

**Sports Results:** 

Chess—Germany 6, Spain 4 (in Spain last September)

### Blessings

#### Compiled by Roy K. Holcomb

You are walking down a sidewalk. You spy a friend across a busy street. You have little or no problem communicating with him across the street.

You are in a room jammed with people. You see a friend on the other side of the room. You have little or no problem communicating with him there.

You are at a party with your wife. You want to go home. You have no problem relaying the message to your wife without anyone knowing it.

You are giving a talk. You forget to make a point. A deaf friend in the audience reminds you of this and no one knows the difference.

You are in a public school. There is so much noise in the classroom that no one can do anything except you.

You are working in a noisy factory. The noise gets on everyone's nerves except yours.

You practice noise pollution by using little or none of it in your conversation.

You get out of serving on many committees because you can't hear. (This is becoming less true with good interpreters **coming up** in many places.)

You don't have to listen to lousy TV programs that other members of the family have to suffer with.

You or others can eat celery, potatoe chips, etc., and the sound affect doesn't bother you one wee bit.

People stare at you as you use sign language. They are fascinated and wish they could learn it. You have something they don't have.

In an argument if you do not care to "listen," all you have to do is merely close your eyes or turn your head. Then it matters not what the other person says as you won't hear him or her.

In a crowded room where everyone is talking at once and nobody really hearing anything, you can flash a bigger smile since you don't hear anything and aren't the least disturbed.

At night you can lie down to sleep without worrying about night noises and sleep "like a log."

When you wish to say something in a crowd that you don't wish others to know about, you merely mouth the words for lipreading, fingerspell or use the language of signs.

You can read or study; without most noises bothering you.

Perhaps the greatest "blessing" of all is the one of knowing that your handicap of deafness can be the least crippling of all handicaps. For proof of this all you have to do is look around you.

You are taking a nap. There is a lot of noise in the house. It doesn't bother you one wee bit and you have a good nap uninterrupted by noise or anything.

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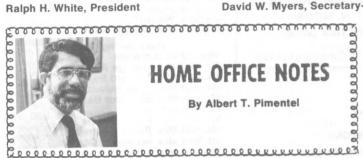
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### NATIONAL ASSOCIATION of the DEAF

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The major Washington news is the designation of Edwin Martin as Assistant Secretary for Special Education and Rehabilitation Services in the new Department of Education. Dr. Martin has served for a number of years as Associate Commissioner of Education responsible for the Bureau of Education for the Handicapped. In his new capacity he will have responsibility for the three major federal programs in the area of the handicapped: The Rehabilitation Services Administration, the Bureau of Education for the Handicapped and the National Institute for Handicapped Research. This is a major responsibility and the NAD intends to be fully involved in shaping the continuing role of the Federal Government in each of these areas of activity.

Our Legal Defense Fund continues its usual active agenda. We have assisted with the filing of a complaint in Arkansas regarding an alleged discriminatory action involving denial of professional advancement of a highly qualified deaf person. A friend of the court brief has been prepared and filed in the appeal action by a New York School District. This case involves deaf parents and their fight to assure interpreting services for their deaf daughter in the public schools. An important victory has been won on the lower court level and we want to preserve the victory at higher court levels.

On the international scene, Yerker Anderson, our international committee chairperson, represented the NAD in March at the World Federation of the Deaf meeting in Paris, France. At this meeting the NAD proposed international symbol for deafness was approved. We expect this symbol to attain wide usage. The NAD is officially proclaiming adoption of this symbol at a press conference in conjunction with the Annual Meeting of the President's Committee on Employment of the Handicapped on May 1, 1980. The new symbol will be further displayed at our Convention. The WFD Paris meeting also determined that Italy will be the site of the next WFD World Congress. The technical requirements for WFD meetings are quite rigid apparently and few nations were able to present qualifying bids.

The Office for Civil Rights in the new Department of Health and Human Services (formerly HEW) has disseminated a new position statement on the responsibilities of hospitals regarding Section 504. We have been working for several months with OCR staff members to clarify this position. At a recent meeting with OCR Director Roma Stewart, she agreed to give this issue the support it needs. The position paper is helpful and should be used by local groups to encourage local hospi-

tals to develop a policy on procedures to comply with this interpretation of the Section 504 regulations. Copies of this position paper can be obtained from the Home Office.

The Region I meeting last month in Charleston, South Carolina was great. State Associations are beginning to use these meetings well. Much of the nitty gritty resolution of issues that formerly took place at conventions is now being shifted to the regional meetings. Board Member Alan Hurwitz did an outstanding job in planning and chairing this regional meeting. Board Member Bill Peace was an able assistant who will plan and chair the next Region I Meeting to be held in New Jersey. Mrs. Helen Maddox and her South Carolina committee outdid themselves in providing that special Southern hospitality that quickly makes everyone feel welcome. Region I was able to complete its quite lengthy agenda with time to spare. Board Member Larry Forestal also was present and spoke on the activities of the Committee on Services to State Associations. President-Elect Gertrude Galloway was on hand. This afforded an opportunity to become further acquainted with the interests, needs and personalities that will be vital to her administration.

In mid-April I had the pleasure of keynoting the annual conference of the Michigan American Deafness and Rehabilitation Association. This afforded an opportunity to meet individually with some officers and members of the Michigan Association of the Deaf. I am impressed with the recent advances in Michigan in the form of a major mental health program commitment headed by Dr. Steve Chough and with a new State Division for the Deaf led by Chris Hunter, the former President of the Illinois Association of the Deaf. Michigan appears to have established some major programs just in time to deal with some of the problems that the recent automobile layoffs are bound to bring to some deaf auto workers.

We are pleased that this magazine is getting into the homes of our readers on a more timely basis. Editor Jess Smith, despite additional responsibilities assumed with several convention matters, has been tremendously cooperative in helping close the gap in our printing schedule.

A number of new books are in the process of being completed. Home Office staff members are spending considerable time these days reviewing manuscripts, developing publication timetables, and arranging for marketing of these new materials. We are excited about several of these books and accompanying videotapes because we see a new opportunity to educate Americans about deafness and deaf people. Some of these teaching materials will also assist deaf people who teach in sign language instructional programs. We expect to have publicity ready for general mailing and for the conven-

One more issue and it will be convention time. It's not too late to make plans to be there. You will not want to miss this one. Look for our Centennial Bulletin in the mails soon and read what is being prepared for you.

Announcement for NAD Office For President-Elect LAWRENCE FORESTAL Millburn, New Jersey

For Election in Cincinnati 1980

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### The Order of The Georges

Advancing Members who maintain their membership in the National Association of the Deaf for three consecutive years or longer are listed in the honor group called the Order of the Georges.

Advancing Members pay \$15.00 per year or \$1.50 per month and receive THE DEAF AMERICAN as a part of their membership. Combination husband-wife dues are \$25.00 per year or \$2.50 per month and also include one subscription to THE DEAF AMERICAN.

Advancing members have contributed \$30.00 to \$99.00.

Contributing Members have contributed \$100.00 to \$249.00.

Sustaining Members have contributed \$250.00 to \$499.00.

Patrons are Advancing Members whose payments have totaled \$500.00. Benefactors are Advancing Members who have paid \$1,000.00 or more.

Included in the list are some Patrons and Benefactors whose payments entitle them to permanent listing, regardless of recent payments.

Names in boldface type indicate additions to the Order of the Georges since the last listing, advancements in rank or changes of residence.

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# Telecom And You

#### What Is Radio TTY?

Telecommunications is a very broad term. It is not limited to TDD's that we, the deaf, use. Telecommunications also involve computer communications. Some examples are the DEAFNET system in Washington, D.C., and San Francisco and the HERMES system in the Boston area. But full implementation of computers is probably years away.

And what about radio TTY? Is it considered another facet of telecommunication? The answer is "yes" and a look should be given to this one. The Pennsylvania School for the Deaf, in Philadelphia, has the world's first and largest Radio TTY Center. Joseph W. Spishock, who has a deaf brother, is the director. The assistant director is Shir-

ley Glassman, a deaf lady.

RTTY, or radio for the deaf, begins with word information that is typed out on a special teleprinter located in the PSD studio. News of interest to the deaf is placed on a specially-coded, punched tape. The completed tapes are then fed through a device that changes the punched holes in the tape to audible tones. These signals are then transmitted by telephone lines to a nearby station Temple University's WRTI-FM, where they are mixed with a high frequency subcarrier capable of reaching an area within a 30 to 50 mile radius. By turning on a specially-tuned home radio receiver located near a teletype machines, the listener's TTY responds to the signals it receives, accurately reproducing in words the messages prepared in the PSD studio.

What are the messages coming out of RTTY's? There are messages on events happening all over the world, feature news, local news happenings and news from and about the deaf community of the Delaware Valley area. Perhaps it can be said that the definition radio is a misnomer for it implies some kind of sounds to be emitted into TTY's. In this respect, perhaps a better definition would be captioned radio.

According to Director Spishock, the cost of receivers placed in individual homes is approximately \$85.00. Deaf residents of the Delaware Valley area get these free as this project was funded by a grant from the Nevil Foundation. There are over 600 RTTY radio receivers currently in use.

Every telecommunication device has its advantages and disadvantages. The advantage of Radio TTY is the hard wire. There is no need for the telephone at all. It is easily possible for all 600 homes to be tuned in at the same time without encountering "air traffic" problems. With a conventional TTY News Service, it is only as good as the number of telephone lines backing it up. Busy telephone lines is a way of life with phone TTY News Services.

The disadvantage is the limited number of hours on the air. PSD has three hours of air time five days a week. While these three hours are split into morning and evening broadcasts, many individuals, for one reason or other, find these hours inconvenient for them. Shorter, more frequent broadcasts using a computerized system is a future

goal of the News Center.

The future of RTTY should be bright as a prominent part of the everexpanding telecommunications concept which embraces TDD's, computer communications and RTTY's.

For information on TDI membership and telecommunication matters, write

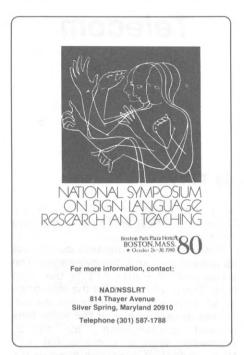
TELECOMMUNICATIONS FOR THE DEAF, INC. 814 Thayer Avenue Silver Spring, Maryland 20910

#### NAD Fees (Annual)

Individual Membership ..... \$15.00\* Husband-Wife Membership ..... 25.00\* Organizational Affiliation 25.00 \*Includes DEAF AMERICAN

subscription

DEAF AMERICAN subscription, \$6.00 per year or \$11.00 for two years. Send remittance to the National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.



#### **SIGN Endorsement** and Certification Opportunities

Sign Instructors Guidance Network (SIGN), the professional organization committed to control of quality sign instruction, endorses the NSSLRT '80 program as contributing toward professional growth in the field of sign instruction. Participation in the NSSLRT will be recognized as professional development credit for prospective SIGN certification applicants. SIGN will also offer evaluation opportunities in Boston around Symposium time. For information, please contact: Sign Instructors Guidance Network, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD. 20910.

#### Symposium Faculty

S. Melvin Carter, Jr., Director, Communicative Skills Program, National Association of the Deaf, Silver Spring, MD

Cathy Cogen Coordinator, Sign Language

Programs, Northeastern University, Boston, MA

Dennis Cokely, Research Associate, Linguistics Research Laboratory, Gallaudet College, Washington, D.C

Jo Ann Crandall, Editor, The Linguistic Reporter, Center for Applied Linguistics, Arlington, VA

Lawrence R. Fleischer, Associate Profes-or, Department of Special Education, California State University, Northridge

Joyce L. Groode, Assistant Professor, Department of Special Education, California State University, Northridge

Samuel K. Holcomb, Manual/Simultaneous Communication Specialist, Communication Instruction Department, National Technical Institute for the Deaf, Rochester,

Lillian Co-Director, Hoshauer, Communication Centre, Hearing Springfield, PA; Coordinator of Community Services for the Deaf and Hearing Impaired Program, Elwyn Institute, Philadelphia, PA
Robert Ingram, Instructor, Department of



Sign Language Studies, Madonna College, Livonia, MI

Harlan Lane, Professor, Department of Psychology, Northeastern University, Boston, MA

Ella Mae Lentz, Project Coordinator, National Consortium of Programs for the Training of Sign Language Instructors, CSP/NAD, Silver Spring, MD

Marina L. McIntire, Candidate in Philosophy, Department of Linguistics, University of California, Los Angeles

H P. Menkis, Assistant Professor, Communications Division, National Technical Institute for the Deaf, Rochester, New York

April Nelson, Co-Director, Deaf-Hearing Communication Centre, Inc., Springfield, PA; Technical Services Librarian, Rosemont College, Rosemont, PA

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Freda Norman, Instructor, Actress, San Francisco Bay Area, Oakland, CA

Theresa Smith, Director, Interpreter Training Program, Seattle Community College, Seattle, WA

Ted Supalla, Research Associate, Department of Psychology, University of Illinois,

Champaign, IL

Protase E. Woodford, Associate Director,
International Office at Educational Testing Service, Princeton, NJ

### **Planning Committee**

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Co-Media: Cathy Cogen, Coordinator, Sign Language Programs, Northeastern University, Boston, MA 02115

Workshop: Methods Dr. Lawrence Fleischer, Associate Professor, CSUN, Northridge, CA 91324

Program: Paul Menkis, Assistant Professor, NTID, Rochester, New York 14623
Interpreting: Dennis R. Cokely, Research

Associate, Gallaudet College, Washington, D.C. 20002

Selected Papers: Dr. Ursula Bellugi, Director, The Laboratory for Language Studies/The Salk Institute, San Diego, CA 92112

Students: Marie Philip, Coordinator, Open Doors to the Deaf, Northeastern University, Boston, MA 02115

#### Symposium Program

Sunday, October 26, 1980 2:00-6:00 Registration-Mezzaine p.m.:

Lobby 2:00-4:00 p.m.: Early Bird Workshops

7:30 p.m.: Opening Session, Keynote Address-Teaching ASL as a Second/ Foreign Language: A Perspective, S. Melvin Carter, Jr.

8:30 p.m. Reception-Cash Bar Monday, October 27, 1980 LANGUAGE and CULTURE

9:00-9:10 a.m.: Opening Remarks Carol Padden

10-10:15 a.m. "Suppression of Deaf People and ASL in History" Harlan Lane 9:10-10:15 10:15-10:30 a.m. Break 10:30-11:30 a.m. Poetry in ASL, Ella Mae

Lentz

11:30-12:30 p.m. Prose in ASL, Ted Supalla 12:30-2:00 p.m. Break

2:30-3:30 p.m. Demonstration Workshop, Freda Norman

3:30-4:15 p.m. Selected papers

4:15-7:00 p.m. Break

7:00-7:15 p.m. Academic Status of American Sign Language 7:15–8:30 p.m. Panel Discussion

Tuesday, October 28, 1980 CURRICULUM

9:00-10 a.m. Opening Remarks, Frank Caccamise

9:10-10:15 a.m. Foreign/Second Language Teaching Curriculum, JoAnn Crandall 10:15-10:30 a.m. Break

10:30-11:30 a.m. ASL as a Foreign/Second Language Curriculum, Robert Ingram

11:30-1:30 p.m. Break

1:30-2:45 p.m. Methods Workshops (a) & (b)

2:45-2:55 p.m. Break

2:55-4:10 p.m. Methods Workshops (c) & (d)

4:10-4:15 p.m. Break

4:15-5:00 p.m. Selected Papers

5:00-7:30 p.m. Break

7:30-9:00 p.m. An Evening in ASL Wednesday, October 29, 1980 MATERIALS

9:00-9:10 a.m. Opening Remarks Charlotte Baker

9:10-10:00 a.m. Materials Criteria for ASL Class Marina L. McIntire

10:00-10:15 a.m. Break

10:15-12:15 a.m. Panel Discussion—Review of Current Materials

12:15-2:00 p.m. Break

2:00-3:15 p.m. Methods Workshops (a) & (b)

3:15-3:30 p.m. Break

3:30-4:45 p.m. Methods Workshops (c) & (d)

4:45-5:30 p.m. Selected Papers **Evening ENTERTAINMENT & BANQUET** 

Thursday, October 30, 1980 EVALUATION

9:00-9:15 a.m. Opening Remarks, S. Melvin Carter, Jr.

Dennis Cokely

9:15-10:15 a.m. Classroom Testing for ASL.

10:15-10:30 a.m. Break

10:30-11:30 a.m. Foreign Language Profi-

ciency Interview 11:30-1:00 p.m. Break

1:00-2:00 p.m. Protase E. Woodford, ETS 2:00-3:00 p.m. Summary Closing Address, Terrence J. O'Rourke

In this May article, we would like to be more detailed about the two upcoming big events regarding Sign Language: SIGN's participation in the NAD Convention in Cincinnati and the third National Symposium on Sign Language Research and Teaching (NSSLRT) in Boston.

For you involved in Sign instruction "language education" of deaf people, those two events will benefit you in a variety of things, so we look forward to seeing your faces and hands

# SIGN Convention 1980 Theme: ASL Yesterday, Today and Tomorrow

NAD Convention time promises to be something everyone will remember especially when everyone celebrates the Centennial anniversary of NAD. Those interested in Sign Communication may find this Convention exciting when Sign Instructors Guidance Network (SIGN) presents two workshops. One to be given on July 1, will deal with the history and impact of American Sign Language. Another on July 3, will focus on teaching ASL as a second language. There will be no admission fee for members other than the registration fees for the NAD Convention. Non-members may attend these workshops for an additional \$20.00 SIGN Workshop fee for both

SIGN members may want to register for the convention and be a part of the SIGN activities. SIGN's general membership meeting shall take place on Thursday, July 3. Reports will be given

on certification procedures, and a business meeting will be conducted. For more information, contact SIGN at the National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Evaluation also provided at the convention: Those interested in SIGN certification will have an opportunity for evaluation at the Convention site. Evaluations will begin on Sunday, June 29, at 10:00 a.m., when written examinations and receptive tests will be administered. All through the week, interviews shall be conducted for those so qualified and recommended. Note. again, if interested in SIGN Certification, one must apply for the SIGN Evaluation prior to May 20, 1980, for determination of eligibility. Information and applications for SIGN Evaluation must be obtained from SIGN office at NAD at the Silver Spring address.

### The Symposium: October 26-30, 1980 In Boston, Massachusetts

During the past decade, the number of "Sign Language" classes has multiplied dramatically. However, due to the lack of information about Sign Language structure and how to teach it, most Sign Language teachers have been left on their own to prepare materials, develop curriculum and evaluate their students. The result has been a tremendous variation in the quality of instruction.

Fortunately, research on American Sign Language has also flourished during the past decade. We now have information on the linguistic structure of ASL and some experience in how to

apply the techniques of second/foreign language instruction to teaching ASL. With this new information, Sign Language teachers are challenged and encouraged to upgrade their skills and the quality of their instruction.

The theme of NSSLRT '80 is "Teaching American Sign Language as a Second Language." NSSLRT '80 offers a program to help Sign Language teachers meet this modern challenge, to aid in their professional development and to present the best of modern language teaching methods. Through five days of demonstrations, workshops, lectures and entertainment, NSSLRT '80

offers a comprehensive program on:

- Language and Culture of the Deaf Community
- Curriculum Development
- Teaching Methods
- Teacher and Student Materials
- Evaluation

#### **Course Credit**

Course credit will be offered by Northeastern University, Boston, Massachusetts. Registration will be held in the mezzanine lobby at the Boston Park Plaza Hotel on Sunday, October 26, 1980. More information will be sent to you if you request registration information from our office at NAD.

### Workshops

NSSLRT '80 Workshops promise to be an exciting part of the Symposium. Workshop leaders will demonstrate new ideas and techniques which can be applied to teaching American Sign Language. Monday's workshop will focus on how cultural information about deaf people can be used as a part of an American Sign Language teaching program. On Tuesday, participants will be able to attend two of four workshops given that day. The workshops will be repeated on Wednesday so that participants will have the opportunity to attend all four. In each the workshop leaders will demonstrate foreign language teaching methods adapted for use in teaching American Sign Language.

#### **Early Bird Workshop**

For those who want an introduction to the structure of American Sign Language, there will be a workshop, aside from the NSSLRT program, held on October 26, from 2 p.m. to 4 p.m. The workshop leaders will discuss basic linguistic issues related to American Sign Language as a language. The fee for this workshop is \$10.00. Several sections of the workshop will be available. Enrollment is limited to 15 people for each section.

#### **Selected Papers**

In addition to the invited papers, up to 12 other papers will be selected for these divisions: 1) Language and Culture, 2) Curriculum, 3) Methods, 4) Materials, 5) Evaluation, 6) Research. Selections will be made from abstracts received by July 1, 1980. If you are interested in contributing you can send abstracts bearing the name, title and mailing address of the writer, no longer than 500 words. and clearly addressed to one of the above divisions of the Symposium.

Abstracts should be sent to:

Dr. Ursula Bellugi The Laboratory for Language The Salk Institute P.O. Box 85800 San Diego, CA 92138

#### **Exhibits**

A limited number of exhibit booths in the Grand Ballroom will be available for those wishing to display Sign Language books, films, videotapes and other materials. The booth rental fee is \$100.00. For more information contact: Barbara LeMaster, Executive Secretary, NAD/NSSLRT, 814 Thayer Avenue, Silver Spring, MD 20910.

### **NTID Offers Workshops** On Tutoring/Notetaking

Two workshops on how to provide tutoring and notetaking support to deaf students will be held at the National Technical Institute for the Deaf (NTID) at the Rochester Institute of Technology (RIT) in Rochester, New York. The workshops. "Improving Tutoring/ Notetaking Support Services," will take place May 7-9 and August 6-8, 1980, and will provide information to educators who work with the deaf in mainstreamed educational settings.

Both the May and August workshops will begin at noon on Wednesday and end at noon on Friday. The Thursday

Saturday (8 p.m.) April 12, 1980

HOUSTON HALL

University of Penn 3417 Spruce St., Philadelphia, Penna Saturday (7 p.m. & 9:30 p.m.)

June 7, 1980

**COMING SOON** 

HAWAII. WASHINGTON, FLORIDA

GEORGIA, TENNESSEE, ALABAMA,

SOUTH CAROLINA NORTH CAROLINA

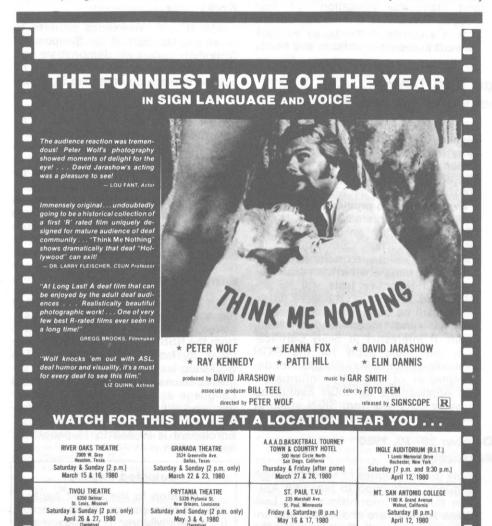
night session, including a buffet supper. will feature a panel of deaf college students who receive support services at

The sessions will include these topics: "The Handicapping Condition of Deafness," "The Support Needs (Interpreting, Notetaking/Tutoring) of Deaf Students" and a visit to a classroom to observe deaf students being provided support services.

The \$25 fee for each workshop includes registration, buffet supper. all materials and the newly published books developed and field-tested at NTID, The Tutor/Notetaker and The Manager's Guide.

Registration is limited to 15 participants for each workshop to insure interaction between the participants and presenters. Participants are responsible for arranging their own housing and transportation.

The deadline for registration was April 1 for the May workshop, and July 1 for the August workshop. For further information on the workshops and hotel accommodations, and a registration form, Contact: Mrs. Jimmie Joan Wilson, Coordinator, Tutor/Notetaker Training Program, National Technical Institute for the Deaf, One Lomb Memorial Drive, Rochester, N.Y. 14523. Phone (716) 475-6493.



May 3 & 4, 1980

LINCOLN THEATRE

200 Bloomfield Avenue West Hartford, Conn. Friday & Saturday (8 p.m.)

May 30 & 31, 1980

A A A D. VOLLEYBALL TOURNEY

Saturday (after game)

July 25, 1980

FOR MORE INFORMATION WRITE/TTY TO: SIGNSCOPE, 4030 Gettysburg St., Ventura, CA • (805) 642-6414

KENDALL THEATRE

Trenton State College Trenton, N.J. Friday (7 p.m. & 9:30 p.m.)

June 6, 1980

BERG SWAM AUDITORIUM

Friday (7 p.m. & 9:30 p.m.) September 12, 1980

### NTID Tutor/Notetaker Program Article Published In Japan

An article, "A Tutor/Notetaker Program for Deaf Students that Really Works," written by Jimmie Joan Wilson of the National Technical Institute for the Deaf (NTID), has been accepted for publication in Tokyo, Japan. Her article, translated into Japanese by Mr. Heiishi Hamatsu-an intern at NTID from Japan—will be published in the Journal of the Society of the Research on Hearing Impaired Education.

Ms. Wilson, coordinator, tutor/ notetaker training program, says, "Success in the tutor/notetaker program didn't happen overnight, and we haven't solved all the problems NTID students bring with them. We still have to work constantly with new faculty and staff and with those who aren't completely comfortable with the presence of deaf students in their classes. This is a problem with any handicapped students, on any campus—but it's one that sensitive and diligent professionals can solve."

April 26 & 27, 1980

THALIA THEATRE

250 W. 95th St. (at Broadway) New York City. M.Y. Sunday (2 pm, 4 pm, 6 pm, 8 pm, 10 pm) May 18, 1980

NAD CONVENTION

ffer's Cincinnati Tow Cincinnati, Ohio

e schedule will be announced late June 30 to July 5, 1980



# **Chauvenet Is National Chess Champion**

The Chicago Club of the Deaf was the battleground for eight knights of the chessboard March 28–30 in the first national chess tournament of the deaf held in this country. Russell Chauvenet of Maryland emerged the winner after four rounds of play and won the right to represent the United States at the World Individual Championship in Amsterdam next June. As the highest rated deaf player in America, he will be a worthy opponent able to play on equal terms with the European champions.

We will give a round by round summary:

ROUND ONE-Friday night the regional champions were seeded and their opponents were drawn by lot. Midwest Champion Francis Huffman started in great style by defeating Sam Dorsey of Missouri, a last minute replacement for Paul Taylor. Terry Breckner, Co-champion of the Far West, was on his way to victory over Mike Bienenstock of Maryland. However, Terry was in serious time trouble and this led him into overlooking Mike's Queen which suddenly checkmated Terry's King. This was the first upset of the evening. Co-champion Emil Ladner and Dale Nichols battled evenly for hours until Dale adroitly trapped Emil's Rook to win eventually. Upset no. 2 occurred when Dr. Robert Donoghue drew with the favorite Chauvenet. Thus the IIlinois players had captured 21/2 out of 3 points in this round—cause for rejoicing on the part of the home folks.

ROUND TWO: Saturday morning dawned but the day ended for Francis as Mike demolished him; Emil downed Bob in a game that Bob should have drawn but the ending eluded him; Russ played with Dale while Terry bedazzled Sam. This round gave Mike the lead with two points.

ROUND THREE: Saturday afternoon Mike and Russ clashed for the first time in a tournament game. They had played many informal games back home in Maryland. Veteran Russ prevailed and assumed the lead with 2½ points. Meanwhile Emil downed Francis; Sam upset Bob, and Terry bested Dale. The

Chicago trip ended the day with six losses in six games. There was a dance by the French just before the battle at Waterloo and it was said by them: "Oh, what an awful day had dawned after such a glorious night." This is probably a misquote by us but the sentiment is there.

ROUND FOUR: Sunday morning began with two critical matches-Emil vs. Mike and Terry vs. Russ. In the first, Emil blundered badly by losing his Queen early in the game. Although he fought on to the bitter end, Emil was unable to overcome the loss. This win assured Mike of either first or second place depending on the outcome of this other critical game. After 23 moves Russ had used up 59 minutes of his time and Terry 118. With two minutes to go Terry had to make 27 moves. He managed to make only 11 more moves before his flag fell to indicate a forfeit on time. Meanwhile Sam also won on a forfeit from Dale, who did not show up for the final game. Bob managed to escape the bottom by outplaying Francis.

So the final standing: Russell Chauvenet 3½; Mike Bienenstock 3; Terry Breckner 2; Emil Ladner 2; Sam Dorsey 2; Robert Donoghue 1½; Francis Huffman 1; Dale Nichols 1. Terry captured third place on a tie breaker by the Tournament Director.

The handsome chess trophies were donated by the National Association of the Deaf Committee on Silent Chess, Division No. 1 of the NFSD and the Chicago Club of the Deaf.

The local committee, which managed the tournament with such splendid success, was composed of Bob Donoghue, chairman; F. Huffman, D. Nichols, W. Jones, Dave Kennedy, Nancy Calderone, Percy Burris, and Pat Fitzgerald. Wally Jones was the tournament director and did an outstanding job.

There were not many observers due to a conflict with the 75th anniversary celebration of the Illinois Association of the Deaf but the quiet atmosphere was conducive to good chess.

Some observations by the Editor: Russ played steady, if not spectacular, chess, relying on his backlog of experience and skill derived from playing in countless tournaments during his 45 years of competition. This was his first tournament among the deaf. Mike can be considered extremely lucky to win two of his games through opponents' "chess blindness." But who is to say that Mike would still have won them regardless. Mike is deserving of his second place finish. Terry, who is deafblind, tended to play very slowly even in the opening. We feel this slowness contributed to his downfall in the two critical games he lost. As soon as Terry overcomes this fault, he will become a much more formidable player. Emil apparently was making his swan song after 50 or more years of chess. Sam, as a last minute replacement, did well with two wins out of four and vows to come back to do better.

Dale seemed out of condition for chess. He has many other activities such as golf and bowling. He is still young and we expect greater things from him as time goes on. Bob certainly surprised the experts as well as himself with his first round draw with the champion. Bob is a very busy psychologist and has little time for chess. Perhaps he should teach his clients how to play chess and get in some practice that way. Francis started off well but had lapses here and there which led to collapses. We hope to see these players at the NAD open Chess Tournament in Cincinnati. And also other players who were not able to enter this tournament such as Larry Leitson, Paul Taylor and Peter Hershon, etc.

We hope to publish several of the games in Checkmate as far as space permits. Here is the first one as an appetizer:

#### ROUND ONE

White: R. Chauv	renet E	Black: R. D	onoghue
1. P-K4 P-k 2. P-KB4 (a)P ×		P×P N-B6	KR-KI ch(h) Q × N!
4. P-Q4 B-H 5. B × P B-N 6. B-K2 N-H 7. N-B3 O-C 8. Q-Q2 P-C 9. P-KR3 B-F 10. O-O-O B-N 11. Q-K3 N-E 12. P-K5 N-H	(2 23. 45 24. 28. 29. 26. 27. 29. 29. 29. 29. 29. 29. 29. 29. 29. 29	P-N3 B-B4 R-R2 ch Q-RI (I) R-R8 ch Q-R7 ch R × R B-N3 (n)	Q-K2 P-B4! (i) P × B K × P Q-kr (j) P-N3 R-KBI (k) QR-KI K-NI C-B2 K-K3 R × B R-B2 N-Q5! (p) R-B2

Comments by the Chess Editor:

(a) This constitutes the King's Gambit Opening—one rarely seen in major tournaments

but which is still effective against unwary or weak

(b) White expected the usual P-Q4 or P-KN4,

both of which weaken the Black position.
(c) A bit premature—Black should wait until

White's intentions are more clear.

(d) A developing move is needed, either N-B3 or QN-Q2.

(e) The N is misplaced here and will be trapped later. N-Q2 or N-K1 is indicated.

(f) Rather risky. Prefer P-KR3 to make room for

the Bishop.

(g) Simply 16. P × N wins a piece. But White seeks deeper waters.

(h) Here White miscalculates. 21. N-N6 wins a Book

(i) Another excellent defensive move. Of course,
4. P × P e.p. is out of the question.
(j) A wasted move. 26 . . . QR-Q1 brings the idle

Rook into play.
(k) 28 . . . R-R1 gives better protection.
(l) If instead 31. R/1-R1, the White Queen has a

wider range and also protects the Bishop. But White apparently wishes to entice  $31 \dots R \times B$  with checkmate to follow in two moves.

(m) It is difficult to find a better defensive move.
(n) Simply 35. R-B1 protects the Bishop with Q-R2 as a followup.

(o) This strands the Queen in a strange land—never to return. The correct move is 36. Q-R2.

(p) No doubt a surprise to White. The move

threatens mate and White has no defense. If now 37. Q-R2, then N-B6 is the K.O. punch. White sees this and has to go for the draw by repetition of moves.
(1) Black decides to draw rather than risk further

complications and possibly a loss. This draw is certainly one he will cherish in his old age.

# LIBRARY Column

Conducted by ALICE HAGEMEYER

### **Accessibility At The Library**

All types of libraries in each state must be made accessible to all patrons with disabilities. The staff at libraries should make every effort to spread the word in all formats about their services. programs and materials. Emphasis should be put on the fact that libraries are open to all people, regardless of their creed, sex, ethnic group, age and/or HANDICAP

They should be aware that most people with disabilities have been and are isolated, and are ignorant of public services that the average American takes for granted.

Therefore, libraries have a responsibility to promote appreciation of their facilities. They might also offer training for people with disabilities to volunteer or to work for pay at libraries. If this responsibility is fulfilled, then a large number of people with disabilities will feel encouraged to utilize libraries. Also employees or volunteers with disabilities will have more of an opportunity to assist their co-workers and library users in developing more positive attitude toward all kinds of people. Thus, such people (especially the hearing ones) could easily have equal services that others take for granted.

This total service and utilization assumes that all ramps and other architectural barriers have been removed and/or installed permanently; however, there is a vital need for special library services for some disabled people, such as communication aids for people with hearing loss and/or speech impairment. Also, special materials such as braille, audio cassettes, etc., for the visually impaired and physically handicapped patrons. These might be available through the Library Congress for the Blind and Physically Handicapped in

cooperation with regional libraries in

Unfortunately, there is no allencompassing solution to the problem of providing full library service to the deaf; however, the state is urged to establish the sole clearinghouse at the State Library or at the appropriate agency that will enable every library to better serve people with hearing or/and speech impairment. The clearinghouse will then be able to provide assistance and outreach services to all libraries through their availability of readers; interpreters; 24-hour state-toll free phone service with one TDD in braille; staff trained in American Sign Language; a collection of captioned-signed media for inter-library loan; and library orientation for the deaf and hearing impaired.

The clearinghouse will also take every effort to reach out to all deaf and hearing impaired citizens who are visually or mobility handicapped to help them utilize all existing special services already being provided to hearing people with disabilities. Therefore, every state is urged to make every effort to implement the above suggestions, so that all

may be served.

### **Amtrak Discounts Senior** Citizens, Handicap Fares

Amtrak recently announced new 25 per cent discounts for senior citizens and handicapped travelers with no holiday restrictions, no round trip requirements and no limits on length of stay. The new discounts, which took effect January 1, 1980, will apply to any trip at any time and on any train when the regular one-way coach fare is \$40 or more.

"The new discount is the largest in the industry, is the most hassle-free and is the only one which applies to handicapped travellers as well as senior citizens," according to William Norman, Amtrak's vice president for marketing.

Norman said the Amtrak plan is intended to reduce the cost of expensive longer trips for older and handicapped travelers as well as to encourage longdistance travel. Other Amtrak discounts. most of which apply to round trip journeys, are also available to handicapped travelers and to senior citizens.

Federal law defines senior citizens as being 65 or older for the purposes of the discount and sets the basis for eligibility for the handicap discount. A driver's license, birth certificate or other official document showing age will be accepted to qualify for the senior citizen discount. Cards certifying a person as handicapped, such as those issued by government agencies or organizations representing handicapped persons or a letter from a physician may be used to receive the handicap discount, Amtrak officials said.

With the introduction of the new special fares Amtrak will no longer discount fares for attendants traveling with handicapped persons.

Amtrak's current services to elderly and handicapped travelers are described in a booklet, Access Amtrak, which is available free of charge from Amtrak Public Affairs, 400 N. Capitol St., N. W., Washington, D.C. 20001.

# **Coordinator For Deaf Services Program**

A supervisory/counseling position for someone capable of initiating and operating a program that will meet and/or coordinate the social and emotional needs of the Central Ohio deaf community. Program staff will be part of a comprehensive community mental health center. Deaf or hearing applicants must be fluent in sign language, have 5 years recent working experience with demonstrated communication ability in working with all hearing impaired and deaf (2 years being in a supervisory position) and a minimum of a bachelor's degree (prefer master's) in a human service related field or equivalent professional experience. Send resumes to Mr. Bower, Southwest Community Mental Health Center, 199 South Central Avenue, Columbus, Ohio 43223.

EOE Employer



# Harry Belsky's Scrapbook

#### INSTITUTION FOR THE DEAF AND DUMB

The forty-seventh anniversary exhibition of the pupils of the N.Y. School, took place yesterday at Copper Institution. A very large audience was present. Mr. H. P. Peet, the Vice Principal, stated that the institution contained 360 pupils ranging in age from 12 to 25 or 30 years. The pupils present were merely a delegation consisting of about thirty lads and young men, and about twenty-five young ladies. On being received in the institution, the first thing was to teach them the sign language and the finger alphabet. The latter could be learned in a few months; pupils who had entered school last September being now able to converse by its aid with facility. Several pupils then translated various words into sign language and exhibited the method of conversing by means of signs and also by the finger brachial and facial alphabets.

A young lady translated one of Shelly's poems, commending:

"I bring fresh showers To the thirsty flowers."

into the sign language and a former pupil, now a teacher, rendered Marc Antony's oration over Caesar's body by means of signs. Several questions were propounded by the audience, to which the pupils answered in writing showing their ability to express their ideas with correctness and facility. Mr. Peet stated that he had lately introduced a telegraphic alphabet which many of the pupils had already acquired. The audience appeared greatly interested by the exhibition which occupied several hours.—The New York Times, May 12, 1865.

#### READ LIPS

A deaf couple was about to be married by a hearing person. The sweet young miss was an expert lipreader, while the man's ability in this line was negligible. When to respond to the minister's questions presented a problem for him. But woman's intuition prevailed

She said to him, "I will have my arm in yours, of course. When the minister asks you, "Do you take this woman to be thy wedded wife," and so forth, I will

simply nudge you. That will be your cue to reply. "'I do.' Simple isn't it?, dear?"

Came the wedding hour. The little chapel was well filled with friends and relatives. Sunbeams filtering through the stained windows played upon the vested clergyman and the young couple. She was radiant and confident; he was immaculate and nervous. The minister came to these words; "There be anyone present who objects to the marriage of these young people, let him speak now, or hence forth hold his ton-

Just then a wandering fly alighted on the bride's bare arm resting in the groom's and in an effort to get rid of it. her arm inadvertently nudged his ribs.

Quickly, and in clear, forceful tones. the young man spoke out, "I Do!"-The Wisconsin Times, 1929, by A. G. Leis-

#### IRMA LA GOURMANDE

Irma, the emu pecked his ear and swallowed his hearing aid. The emu, reports a director of Flamingo Park, suffers from a weakness common to emus, and indeed ostriches, for anything shiny, the more so because having been handreared she is prenaturally tame. She is apt to advance towards visitors and peck at exposed buttons.

Yesterday a vet came to x-ray Irma, but she proved too thick skinned, and now an army mine detector is being called in. Mr. Bloom fears Irma's curiosity may bring her to a similar end. Meanwhile she is eating well, and has been confined to a sawdust covered pen calculated to show up even a semi-digested hearing aid. -The Times (London), 1967.

# **Church Directory**

#### Assemblies of God

At the crossroads of America FIRST ASSEMBLY OF GOD FOR THE DEAF 1175 W. Market St., Akron, Ohio 44313 Sunday School, 9:30 a.m.; Worship, 10:45 a.m.; and 7:00 p.m.; Bible Study, Wednesday, 7:00 p.m. Special services for the deaf.

Rev. John K. Sederwall, pastor, (216) 836-5530 TTY (216) 836-5531 Voice.

HURTING? God Cares for the Deaf.

BETHEL TEMPLE FOR THE DEAF

of the Assemblies of God 327 S. Smithville Rd., Dayton, Ohio 45403 Sunday School, 9:30 a.m.; Worship Hour, 10:45 a.m.; Gospel Hour, 6:30 p.m.

All services in Total communication. Rev. Fred E. Gravatt, Pastor 513-253-3119 TTY (Office) 513-254-4709 TTY (Residence)

When in Baltimore, welcome to .

#### **DEAF ASSEMBLY OF GOD CHURCH** 3302 Harford Road, Baltimore, Md. 21218

Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m. Rev. Bruce E. Brewster, pastor. Phone 467-8041 Jesus said, "I am the way, the truth and the life."-John 14:6

#### Baptist

# FIRST BAPTIST CHURCH . . . wercomes you! 100 E. Pine, Orlando, FL 32801

Voice/TTY 305-849-0270 Full church program for the deaf

Sunday School, 9:00 a.m.; worship service 10:30 a.m.; church training, 6:00 p.m.; Wednesday prayer meeting, 7:00 p.m.

# **NEWARK BAPTIST TEMPLE**

81 Licking View Dr., Heath, O. 43055 Phone (614) 522-3600 All services interpreted for the deaf. Sunday: Sunday School, 9:30 a.m.; worship, 10:30 a.m.; evangelistic service, 6:30 p.m. Wednesday: Bible study, 7:00 p.m.

#### **CALVARY BAPTIST CHURCH** Renton, Washington 1032 Edmonds Ave., N.E., Renton, Wash. 98055

Pastor, Dr. Sam A. Harvey; Associate Pastor to the Deaf, Fred H. DeBerry. Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

#### **APPLEWOOD BAPTIST CHURCH Denver, Colorado** 11200 W. 32nd Ave. Wheat Ridge, Colo. 80033

Rev. Gary Shoemaker, Minister to the Deaf Separate services in Deaf Chapel at 10:50 a.m. and 7:00 p.m.

Worship With Us

# **FIRST BAPTIST CHURCH** 529 Convention St., Baton Rouge, La. 70821 Separate services in the Deaf Chapel, third floor, Palmer Memorial Bldg. Sunday School, 9:00 a.m., for all ages. Worship services, 10:30 a.m. Telephone (504) 383-8566 (Voice or TTY)

#### **CALVARY BAPTIST CHURCH** Corner Cleveland & Osceola, Downtown Clearwater, Fla.

Services interpreted for the deaf 9:30 a.m., Sunday School; 11:00 a.m., Morning Worship; 11:00 a.m., Live Color-TV-Channel 10

Come and learn God's word at

**HILLVIEW BAPTIST CHURCH** 7300 Greenly Dr., Oakland, Calif. 94605 Sunday School, 9:45 a.m.; Worship, 11 a.m. & 7 p.m.; Training hour, 6 p.m.; Wed. Bible and prayer, 7:30 p.m.

Interpreters: Arlo Compher, Shirley Compher Pastor: James L. Parker, B. S., M. Div., Th. M. Phone (415) 569-3848 or 635-6397

# When in Greater Atlanta, Visit COLONIAL HILLS BAPTIST CHURCH 2130 Newnan Ave., East Point, Georgia 30344

All services signed for the deaf. Sunday services 11:00 a.m. and 7:00 p.m. Take Highway 166—Main Street Exit. Phone 404-753-7025.

#### **WEALTHY STREET BAPTIST CHURCH** FOR THE DEAF 811 Wealthy Street, S.E., Grand Rapids, Mich.

Rev. Roger Kent Jackson, pastor Sunday: 10:00 & 11:00 a.m.-6:00 p.m. Wed.: 7:00 p.m. Prayer & Bible Study Deaf Missionary Outreaches of our Church: Christian Captioned Films for the Deaf Christian Literature for the Deaf Christian Outreach for the Deaf

# **BETHLEHEM BAPTIST CHURCH**

**4601 West Ox Road, Fairfax, Va. 22030**Pastor: B. W. Sanders
703-631-1112 All services interpreted for the deaf.

FIRST BAPTIST CHURCH OF LAKEWOOD **DEAF CHAPEL** 5336 Arbor Rd., Long Beach, CA 90808

John P. Fatticci, Pastor to the Deaf Sunday 9:00 & 10:45 a.m.; Wednesday 7:00 p.m. Pastor signs and speaks at the same time. Usually the first Sunday of the month—Communion and worship with the hearing and deaf at 10:45 a.m. at the front of the big church.

THE FIRST BAPTIST CHURCH

217 Dill Ave., Frederick, Maryland
Robert F. Woodward, pastor
David M. Denton, interpreter
9:45 a.m., Sunday School for deaf
11:00 a.m., Morning worship service
interpreted for the deaf A cordial welcome is extended

Visiting The Sarasota, Fla. Area?

Welcome to . . .
SOUTHSIDE BAPTIST CHURCH

2035 Magnolia St. (Off of the 3200 Block of South Hwy. 41) Services Interpreted for the Deaf Sundays at 11:00 A.M. & 7:30 P.M.

When in Indiana's capital . . . Visit Central Indiana's largest Deaf Department at

INDIANAPOLIS BAPTIST TEMPLE 2635 South East St., Indianapolis, Ind. Central Indiana's largest Sunday School, located behind K-Mart on South 31 Deaf Chapel Hour 10:00 a.m.; Sunday eve 7:30 p.m.

services interpreted.

Dr. Greg Dixon, Pastor Church office phone (317) 787-3231 (TTY)

When in St. Augustine, Florida, Welcome To
CALVARY BAPTIST CHURCH
110 Masters Drive, St. Augustine, Fla.
Interpreters for the deaf at the 11:00 a.m.
worship service
Rev. Carl Franklin, pastor

When in Washington, D.C., worship at . . .

THE BAPTIST CHURCH OF THE DEAF
8th & H Streets, N.W., Washington, D.C.
20001

Sunday School, 9:30 a.m. Worship, 10 a.m. Francis C. Higgins, leader, 937-2507

#### 22ND STREET BAPTIST CHURCH 6620 E. 22nd Street, Tucson, Arizona 85710

Phones 298-2850 and 886-6702 Pastor: Charles E. Pollard Interpreters: Murray and Nancy Machen Bible study, 9:30 a.m.; worship services, 11:00 a.m. and 7:00 p.m. All services interpreted for the deaf, including all music. Anyone traveling to or through Tucson will find a

cordial welcome.

#### FIRST BAPTIST CHURCH 14200 Golden West St., Westminster, Calif. 92683

Sunday morning Bible study, 9:30 worship, 11:00. Sunday night Christian life studies, 6:00; worship service. 7:00.

Recreation and social calendar on request. Pastor, Robert D. Lewis Church phone 714-894-3349

Worship and serve with us at FIRST BAPTIST CHURCH 510 West Main Avenue Knoxville, Tennessee 37902

Sunday: Sunday School 9:30 a.m.; Morning worship 11:00 a.m.; Training Union 6:00 p.m. Evening worship 7:00 p.m.
A Full Church Program for the Deaf

**IMMANUEL BAPTIST CHURCH 16th and Hickory, Pine Bluff, Ark.** "In the heart of Pine Bluff for the hearts

of people!"

You are invited to worship with us at 9:45 in Sunday School and 10:55 in Worship. Join us for lunch on the second Sunday of each month—a special fellowship for the deaf. Evening worship, 7:00; Wednesday services, 7:00.

Mrs. Leroy Spillyards, Interpreter Anton C. Uth, Pastor

When in the Nation's Capital . . .
Visit the fast growing Deaf Department of
FIRST BAPTIST CHURCH OF RIVERDALE
Maryland's largest Sunday School, 3 blocks west of

Baltimore-Washington Pkwy.

6200 Riverdale, Riverdale, Md.

Sunday School 9:45 a.m.; Deaf Chapel Hour, 11:00 a.m. All other services interpreted. Dr. R. Herbert Fitzpatrick, Pastor Church office phone 277-8850

> **COLUMBIA BAPTIST CHURCH** 103 West Columbia Street Falls Church, Virginia 22046

The Deaf Department invites you to attend Sunday School at 9:45 a.m. Worship services at 11:00 a.m. and 7:30 p.m. interpreted for the deaf.

TABERNACLE BAPTIST CHURCH

Derry Rd., Rte. 102, Hudson, N.H. 03051
Pastor: Arlo Elam
Interpreters: Frank and Carol Robertson
603-883-4850 TTY or voice
All services interpreted for deaf. Sunday: Bible
Study at 9:45 a.m.; worship at 11:00 a.m. and 6:00 p.m. Wednesday: Evening service 7:00 p.m.

#### Catholic

**Roman Catholic Immaculate Conception Parish** 177 S. York Rd., Elmhurst, III. 60126

Contact: Deacon Jim Monahan, TTY 815-727-6411

All welcome to signed Mass Service at 9:00 a.m., 2nd and 4th Sundays, September through June.

> ST. FRANCIS OF ASSISI CATHOLIC CHURCH AND CENTER FOR THE DEAF

Archdiocese of Washington, D.C. 7202 Buchanan Street, Landover Hills, Maryland 20784

Phone: Voice or TTY 301-459-7464 Mass every Sunday 11:30 a.m. Fr. Ed Helm, Pastor/Director Br. David Skarda, C.SS.R., Pastoral Asst./Asst. Dir.

**NEW ORLEANS CATHOLIC DEAF CENTER** 721 St. Ferdinand St., New Orleans, La. 70117

(504) 949-4413 24-Hour Answering Service Office: Monday through Friday, 8:30 to 4:30 Movie: Friday 7:30 to midnight (Hall) Mass Saturday, 7 p.m., at St. Gerard Parish for the Hearing Impaired, followed by social. Socials: Saturday, 8 p.m. to midnight (Hall)
Hall: 2824 Dauphine Street, Phone (504) 943-7888.
24-Hour Educational Service (504) 945-4121
24-Hour TTY News Service (504) 945-7020

Rev. Paul H. Desrosiers

CATHOLIC OFFICE OF THE DEAF 155 E. Superior, Chicago, IL 60611 Rev. Joseph A. Mulcrone, Director 312-751-8370 (Voice or TTY)

INTERNATIONAL CATHOLIC DEAF ASSOCIATION, CANADIAN SECTION National Pastoral Centre, Holy Name Church 71 Gough Ave., Toronto, Ontario, M4K 3N9 Canada

Moderator, Rev. B. Dwyer Mass each Sunday, 1:00 p.m.; religious instruction each Saturday, 1:30 p.m.

ST. JOHN'S DEAF CENTER

8245 Fisher, Warren, Mich. 48089 TTY (313) 758-0710 Moderators: Rev. Gary Bueche Sister Dolores Beere, MHSH Mass every Sunday at noon

ST. BERNARD'S CHURCH **2500 W. Avenue 33, Los Angeles, CA 90065.** Masses are celebrated every Sunday at 11:00 a.m. in the sign language. Socials immediately follow in the

ST. ANTHONY'S CHURCH Maywood Way and "C" St., Oxnard, CA 93034.

Mass is celebrated each third Sunday of the month at 2:30 p.m. in the sign language.

ST. BARNABAS' MISSION TO THE DEAF at St. John's Church, Norwood Parish 6701 Wisconsin Ave., Chevy Chase, MD 20015

Services every Sunday, 10 a.m. For information, write or call Barbara Stevens, 10317 Royal Rd., Silver Spring, MD 20903, TTY (home) 301-439-3856, (office) 202-447-0560.

#### MOTHER OF PERPETUAL HELP CHURCH OF THE DEAF

5215 Seward Street, Omaha, NB 68104

Moderator, Rev. James Vance, C.S.S.R. Phone-TTY (402) 558-4214 (24 hr. answering) Mass every Sunday at 10 a.m. Rolls and coffee after mass. Dinner every 1st Sunday of month. Holy Days and first Fridays, Mass, 7 p.m.

#### Church of Christ

**ROCKVILLE CHURCH OF CHRIST** 1450 W. Montgomery Ave., Rockville, Md. 20850

Sunday Class, 10:00 a.m.; Worship Services, 11:00 a.m., 6:00 p.m. Minister: Don Browning Interpreter: Don Garner

**HUBER HEIGHTS CHURCH OF CHRIST** 

4925 Fishburg Rd., Dayton, Ohio 45424 Signed Bible Classes and Worship Services Bible Classes-Sunday 9:30 a.m.; Wednesday 7:30 p.m.; Worship Services-Sunday 10:30 a.m. and 6:00 p.m.

**FAITH CHURCH** 

A United Church of Christ 23W371 Armitage Ave., Glen Ellyn, III. 60137 Service at 10:30 each Sunday

Minister: Rev. Gerald W. Rees

When in Idaho, visit . . .
TWIN FALLS CHURCH OF CHRIST 2002 Filer Avenue East, Twin Falls, Idaho Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.

Preacher: David Foulke Interpreters: Jim and Sheila Palmer

**ECHO MEADOWS CHURCH OF CHRIST** 

2905 Starr Ave., Oregon, Ohio 43616 Adjacent to Toledo on Eastside. Get off I-280 at Starr Avenue exit—approx. 2 mi. straight east. Bellamy H. Perkins, Deaf Minister

Three Hearing Interpreters Funerals, weddings, counseling, Minister available for services in your town. Deaf chapel separate from hearing. Minister available to help you.

Visitors warmly welcome.

When in Rockford, Illinois, welcome to
CALVARY CHURCH OF CHRIST 5455 Charles, St., Rockford, III. 61108
A non-denominational Christian Church. Signed Bible Studies Sunday, 9 a.m. Interpreted weekly

services, 10 a.m., 7 p.m.

ALL SAINT'S MISSION FOR THE DEAF

Cathedral of the Incarnation 36 Cathedral Ave., Garden City, N.Y. 11530 Communion service and fellowship, Cathedral Hall Chapel, every 4th Sunday, 3 p.m. Interpreted morning services—Feast Days. July and August third Sundays—Cathedral.

In Los Angeles area, worship at . . . MAYWOOD CHURCH OF CHRIST **5950 Heliotrope Circle** Maywood, California 90270

Sunday class 9:30 a.m., Worship service 10:30 a.m., 6 p.m. Wednesday Bible study 7 p.m. Bob Anderson, Minister (213) 583-5328 Restoring Undenominational Christianity

Worship, 11:00; Evening Service, 7:00

When in Nashville area, welcome to . . .
CENTRAL CHURCH OF CHRIST 145 Fifth Avenue, North, Nashville, TN, 37219

Bible study, 9:45 a.m.; worship, 10:50 a.m. and 6 p.m. Wednesday Bible study, 7:30 p.m.
Frank Rushing, Deaf Minister
Office (615) 255-3807—Home (615) 361-0530,
Both TTY or Voice

"Promoting Christianity Among the Deaf"

#### SOUTH ELEVENTH AND WILLIS CHURCH OF CHRIST-DEAF 3325 S. 11th St., Abilene, TX 79605

Sunday morning worship, 9:00 a.m. (signing and oral); evening worship services interpreted, 6:00 p.m. Ministers: Ross Blasingame, Jerry Drennan; interpreter training, Doug Svien; Dwight Caughfield, director.

# **Episcopal**

#### CENTRAL PENNA. EPISCOPAL DEAF MISSIONS

St. Mary's Mission, 2nd at Broad Sts., Waynesboro, PA. Services: 1st & 3rd Sundays 9:15 a.m.

All Saints Mission, Clearview Rd., at McCosh St., Hanover, PA. Services: 1st & 3rd Sundays 3:30 p.m. St. John's Mission, 140 N. Beaver St., York, PA. Services: 2nd & 4th Sundays 9:00 a.m.

Christ Church Mission, 4th & Mulberry Sts., Williamsport, PA. Services: 2nd & 4th Sundays 3:30

> The Rev. Robert H. Grindrod, Vicar 504 W. Hanover St. Hanover, PA. 17331 717-632-0328 TTY (or Voice)

#### ST. JUDE'S MISSION OF THE DEAF St. Michael's Church

Killean Park, Colonie, New York Each 2nd and 4th Sunday 2:00 p.m.

ST. JAMES' CHURCH MISSION OF THE DEAF 833 W. Wisconsin Ave., Milwaukee, WI 53233

(414) 271-1340 TTY & Voice Signed/Interpreted Masses every Sunday and on Holy Days as announced. Church School and Adult Forum. Captioned Films and Sign Language Classes. All Sacraments available in Total Communication.

Wm. R. Newby, AHC

#### ST. AGNES' MISSION FOR THE DEAF

Each Sunday, 12 noon, at St. Philip's Episcopal Church

Dennison Ave. & West 33rd St.,

Cleveland, Ohio
Vicar: The Rev. Jay L. Croft
482 Orlando Ave., Akron, Ohio 44320
TTY 216-0864-2865

#### THE EPISCOPAL CONFERENCE OF THE **DEAF IN THE UNITED STATES**

Welcomes you to worship with us at any of our 75 churches across the nation.

For information or location of the church nearest you, consult your telephone directory or write to:

The Ven. Camille Desmarais, President 2201 Cedar Crest Drive Birmingham, Alabama 35214

The Rev. Robert H. Grindrod, Secretary 504 West Hanover Street Hanover, Pennsylvania 17331

#### ST. MARK'S EPISCOPAL MISSION FOR THE DEAF

Second Sunday each month, 7:00 p.m., at the Episcopal Church of Saint Mark the Evangelist. 1750 East Oakland Park Boulevard Fort Lauderdale, Florida 33334

The Reverend Charles Folsom-Jones, Pastor TTY 305-563-4508

When in Denver, welcome to

#### ALL SOULS MISSION FOR THE DEAF-ST. MARK'S EPISCOPAL 1160 Lincoln St., Denver, Colorado Tel. 534-8678

Open every Sunday at 10 a.m. All Souls Guild meetings second Friday night, 7:30 p.m.
All Souls Guild socials fourth Friday night, 7:30 p.m. Rev. Edward Gray

> The oldest church for the deaf in the United States

#### ST. ANN'S CHURCH FOR THE DEAF Episcopal

209 East 16th Street

Services 11:30 a.m. every Sunday The Rev. Columba Gilliss, OSH Mail Address: 209 East 16th St. New York, N.Y. 10003 In care of St. George's Church

#### ALL SOULS' CHURCH FOR THE DEAF Philadelphia, Pa.

The Rev. Roger Pickering, Vicar

When in historic Philadelphia, a warm welcome to worship with us! Services every Sunday, 1:30 p.m. St. Stephen's Church, 10th below Market, in Center City, Philadelphia.

#### **EPISCOPAL DEAF IN VIRGINIA** St. Paul's Episcopal Church Ninth and Grace Sts. Richmond, Virginia 23219

Services at 10:00 a.m. every Sunday. Voice and TTY (804) 643-3589.

St. Martin's Episcopal Church 1333 Jamestown Rd. Williamsburg, Virginia 23185

Special ministry for hearing-impaired visitors to Colonial Williamsburg, Busch Gardens and nearby vacation sites. 24-Hour voice and TTY (804) 253-0797

The Rev. David J. Tetrault, Vicar with the Deaf

When in Rochester, N.Y., welcome to

#### EPHPHATHA EPISCOPAL CHURCH OF THE DEAF St. Mark's & St. John's Episcopal Church 1245 Culver Road (South of Empire Blvd.) Rochester, New York 14609

Services 9 a.m. every Sunday Contact: The Rev. Alvin Burnworth Voice or TTY 315-247-1436

St. BARNABAS' MISSION TO THE DEAF St. John's Church-St. Mary's Chapel 6701 Wisconsin Ave., Chevy Chase, MD 20015 Services every Sunday, 10:00 a.m.

For information, contact Barbara Stevens, TTY 301-439-3856

#### **lewish**

#### **TEMPLE BETH SOLOMON** OF THE DEAF

13580 Osborne St., Arieta, Calif.
TTY (213) 896-6721, Voice (213) 899-2203
Services: First Friday, 7:30 p.m.
Socials: First, third and fifth Wednesdays, noon. Every Sunday, 7:00 p.m. Religious school: Every Sunday, 10:00 a.m.

### National Congress of **lewish Deaf**

Alvin Klugman, President 3023 Oakhurst Avenue Los Angeles, California 90034

Kenneth Rothschild, Secretary-Treasurer 6 Overlook Drive Sloatsburg, New York 10974

Alexander Fleischman, Executive Director 9102 Edmonston Court Greenbelt, Maryland 20770

1980 NCJD CONVENTION Granit Hotel & Country Club, Kerhonkson, **New York** August 17-24

#### Lutheran

#### **HOLY THREE-IN-ONE LUTHERAN CHURCH OF THE DEAF** 4411 La Branch, Houston, TX 77004

Worship every Sunday 10:45 a.m.; Sunday School 9:30 a.m.

Rev. Robert D. Case, Pastor TTY: 526-6134 & 921-6456

#### In Seattle, visit us at OUR REDEEMER LUTHERAN CHURCH FOR THE DEAF John St. & Dexter Ave., Seattle, WA

(Denny Park Annex) Worship at 11 a.m. Rev. William A. Ludwig, TTY 524-2283 Mr. Richard French, 935-2920 & 622-6941

#### HOPE LUTHERAN CHURCH OF THE DEAF 4936 N.E. Skidmore, Portland, OR 97218

Bible Class every Sunday, 9:30 a.m.; worship every Sunday, 10:30 a.m. Hope is located two blocks south of N.E. Prescott, between N.E. Fremont and N.E. Prescott on 49th Ave. Church office 503-284-1014 voice or TTY. Rev. Shirrel Petzoldt, Pastor, 503-256-9598, voice or TTY. Mr. Mark Schoepp, D.C.E. 503-236-8516, voice or TTY.

# OUR SAVIOR LUTHERAN CHURCH OF THE DEAF

Meeting in the Gloria Dei Chapel of the Lutheran School for the Deaf 6861 E. Nevada, Detroit, Mich. 48234 Worship at 10:30 every Sunday (9:00 a.m., June, July, August) Rev. Clark R. Bailey, Pastor Phone (313) 751-5823

When in Minneapolis, welcome to . . .
BREAD OF LIFE LUTHERAN CHURCH FOR THE DEAF 2901 38th Avenue South

Minneapolis, Minnesota 55406 Services 11:00 a.m. every Sunday (10:00 a.m. during June, July and August) The Rev. Lawrence T. Bunde, pastor

# OUR SAVIOR LUTHERAN CHURCH FOR THE DEAF

First and third Sunday of every month. Maryland and 15th Ave., Phoenix, Ariz. Room 14, 10:30 a.m.

Also fourth Sunday of every month at St. Luke's Lutheran Church, 807 N. Stapley Dr., Mesa, Ariz. Rooms 1 and 1, 11:00 a.m. Mr. Gerald Last, Lay Minister

Voice (602) 242-9419

We are happy to greet you at . . .

EMMANUEL LUTHERAN CHURCH 2822 E. Floradora, Fresno, Calif. 93703

S. S. Class for Deaf Children, 9:15 a.m.; Every Sunday; Bible Class, 9:15 a.m.; Worship Serv-

ice, 10:30 a.m. (interpreted). Stanley Quebe, pastor; Clarence Eisberg, associate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit ST. MARK LUTHERAN CHURCH OF THE DEAF

**421 W. 145 St., N.Y., N.Y. 10031** Sun. worship 2 p.m.—June-Aug. 1 p.m. Bible Class and Sunday School 3:30 p.m. Rev. Kenneth Schnepp, Jr., pastor Home Phone (914) 375-0599

Visiting New York "Fun" City?

ST. MATTHEW LUTHERAN CHURCH OF THE DEAF 41-01 75th St., Elmhurst (Queens), N.Y. 11373

11:00 a.m. Sunday Worship (10:00 a.m. June-July-August) Rev. Frederick Anson, Pastor 212-335-8141 or 516-248-2357 Voice or TTY 1 block from IND-74th St./Roosevelt Ave. and IRT-74th St. Subways

Welcome to .

HOPE LUTHERAN CHURCH OF THE DEAF 4936 N.E. Skidmore, Portland, OR. 97218

Worship every Sunday at 9:30 a.m. One block south of Prescott on 47th 503-256-9598, Voice or TTY Rev. Shirrel Petzoldt, Pastor

In Indianapolis it's . . .
PEACE LUTHERAN CHURCH FOR THE DEAF 4201 North College Avenue Indianapolis, Indiana 46205
Worship with Us every Sunday at 10:30 A.M.
Total Communication Services.

Pastor Marlow J. Olson TTY & Voice (317) 283-2623

Welcome to . PILGRIM LUTHERAN CHURCH OF THE DEAF

3801 Gillham Road, Kansas City, Mo. 64114 Worship every Sunday, 10:30 a.m. Rev. LaVern Mass, pastor, TTY 561-9030 Pastor's residence, TTY 722-0602

You are welcome to worship at . . . HOLY CROSS LUTHERAN CHURCH FOR THE DEAF 101 N. Beaumont, St. Louis, Mo. 63103

Just west of Rodeway Inn, Jefferson Ave. Worship every Sunday, 10:30 a.m. TTY (314) 725-8349 Rev. Martin A. Hewitt, pastor

PRINCE OF PEACE LUTHERAN CHURCH FOR THE DEAF 205 N. Otis, St. Paul, Minn. Services every Sunday at 11:00 a.m.

Summer services every Sunday at 10:00 a.m. Rev. Wm. Lange, pastor TTY 644-2365, 644-9804 Home 724-4097

When in Central Texas, be sure to visit at . . . JESUS LUTHERAN CHURCH FOR THE DEAF 1307 Newton Ave., Austin, TX 78704 Worship every Sunday at 10:30 a.m.; Sunday School

during school year at 9:30 a.m.

Rev. Richard Reinap, Pastor TTY and voice (512) 422-1715; home TTY and voice (512) 441-1636.

Just across the street from TSD.

**ROGATE LUTHERAN CHURCH** OF THE DEAF

2447 East Bay Drive, Clearwater, Florida
(Between Belcher and Highway 19)

A church of the deaf, for the deaf, by the deaf. Our services are conducted in sign language by the pastors. Services every Sunday, 11:00 a.m. TTY and Voice—531-2761.

Rev. Frank Wagenknecht, pastor; Rev. Glen Borhart, asst. pastor

**DEAF ZION LUTHERAN CHURCH** 15000 N.W. 27th Ave., Miami, Florida 33504 Phones (with TTY): Ch. 688-0312 or 651-6720 or 621-8950

Every Sunday: Bible Class Worship Service

10:00 A.M. 11:00 A.M.

Ervin R. Oermann, pastor Paul G. Consoer, lay minister

In North New Jersey meet friends at ST. MATTHEW'S LUTHERAN CHURCH FOR THE DEAF 510 Parker St. at Ballantine Pkwy. Newark, N.J. 07104 (Bus No. 27 to B. Pkwy., 3 bl. West) Sundays, 10 a.m.; Thursdays, 8 p.m. Rev. C. Roland "G" Gerhold, pastor Need heln? Phone (201) 485-2260

Need help? Phone (201) 485-2260

ST. PAUL'S MISSION FOR THE DEAF OF GREATER HARTFORD

679 Farmington Ave., West Hartford, Conn. Services every Sunday at 7:30 p.m.; Fellowship Guild, 4th Thursday at 7:00 p.m.

ST. GEORGE'S MISSION FOR THE DEAF 74 Federal St., New London, Conn. Services: 2nd, 3rd, and 4th Sundays at 10:00 a.m.; Fellowship Guild, 1st Saturday at 7:30 p.m.

**ASCENSION MISSION FOR THE DEAF** 1882 Post Rd., Darien, Conn. Services: 1st, 2nd, and 3rd Sunday at

2:00 p.m.; Fellowship Guild, 4th Saturday at 7:30 p.m. The Rev. Ray Andersen, Vicar Episcopal Missions for the Deaf of Conn. 23 Thomson Rd., West Hartford, Ct. 06107 TTY (and voice) (203) 561-1144

#### **United Methodist**

CAMERON UNITED METHODIST CHURCH OF THE DEAF

1413 Sycamore, Cincinnati, Ohio 45210 Sunday Worship 11:00; Sunday Study 12:00 Rev. Tom Williams, minister A place of worship and a place of service. All are welcome.

FOREST PARK UNITED METHODIST CHURCH

2100 Kentucky Ave., Fort Wayne, Ind. 46805 Sunday School, 9:30 a.m.; church service, 11:00 a.m. Tuesday evenings, captioned movies Pastor Edward Vaught 484-6696 (TTY and voice)

When in Metropolitan Washington, D.C., worship at
WASHINGTON UNITED METHODIST

CHURCH FOR THE DEAF
7001 New Hampshire Ave., Takoma Park, Md.
Worship Service in the Fireside Room
at 10:30 a.m.
Sunday School for hearing children

Captioned Movies every first Sunday at 11:45 a.m. Rev. LeRoy Schauer, pastor

#### Other Denominations

**IMMANUEL CHURCH FOR THE DEAF 657 West 18th St., Los Angeles, Calif. 90015** Sunday school, 9:45 a.m.; Sunday morning worship, 11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

When in the Pacific paradise, visit HAWAII CHURCH FOR THE DEAF 3144 Kaunaoa Street, Honolulu, Hawaii 96815

Sunday School 9:15 a.m.; Worship 10:30 a.m. Wed. Bible Study and Fri. Fellowship 7:00 p.m. Children's weekday religious education classes

Rev. David Schiewek, pastor For information call 732-0120 When in Atlanta, Ga., welcome to CRUSSELLE-FREEMAN CHURCH OF THE DEAF

(Non-Denominational) 1304 Allene Avenue, S.W., Atlanta, Ga. 30310 Sunday School 9:45 a.m.—Worship 11:00 a.m. and 7:00 p.m. Wednesday Bible study and prayer 7:00 p.m. Rev. Wilber C. Huckeba, pastor

Free Captioned Movie, 7:00, third Friday

LRAD
LITTLE ROCK ASSOCIATION OF THE DEAF, INC. 9005 Lew Dr., Little Rock, Ark. 72209 TTY (501) 565-4374

7 p.m.-1 a.m., Fridays & Saturdays

**DEAF MISSIONARY CHURCH** 3520 John Street (Between Texas and Norvella Ave.) Norfolk, Va. 23513

Pastor, John W. Stallings, Jr. Sunday School, 9:30 a.m. Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
THE DEAF HEAR (Nationwide)
Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF

(Non-Denominational)
Meets in First Christian Church building

each Sunday.

Scott and Mynster Streets
Council Bluffs, Iowa

Bible School, 9:30 a.m.; Worship, 10:30 a.m. Duane King, Minister Mailing address: R. R. 2, Council Bluffs, Iowa 51501

**RELIGIOUS EDUCATION OFFICE** 430 N. Center St., Joliet, III. 69435 Contact: Deacon Jim Monahan,

TTY 815-727-6411 All in Joliet area welcome to signed Mass Service at 10:45 a.m., 3rd Sunday, September through June.

When in Allentown, Pa., welcome to LEHIGH VALLEY CHURCH FOR THE DEAF 121 South 8th St., Allentown, Pa. 18101 Services held every fourth Sunday of the month ex-

cept July and August at 3:00 p.m.
An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public
Relations

METROPOLITAN COMMUNITY CHURCH OF LOS ANGELES 1050 S. Hill St., Los Angeles, Calif. 90015

Sunday worship services, 11:00 a.m. and 7:30 p.m., signed.

Interdenominational SALEM DEAF FELLOWSHIP

Meets in THE CHAPEL rented from the First Free Methodist Church, 4455 Silverton Road (enter off 45th).

Salem, Oregon 97303 Pastor William M. Erickson, Director Voice/MCM (503) 581-1874 Sunday School 9:45 a.m.; worship 11:00 a.m. We are a cooperative ministry for the deaf by the churches of Salem. We welcome you to study, worship and fellowship with us.

AMERICAN MISSIONS TO THE DEAF, INC. Rev. C. Ray Roush, Chairman P.O. Box 424, State Line, Pa. 17263 TTY 717-597-8800

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New York, N.Y. 10001
212-242-1212

Sunday worship services at Duane Methodist Church, 13th and Seventh Ave., 7:00 p.m. signed. Everyone is, naturally, welcome.

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American Legion Auxiliary Hall

612 McCully Street, Honolulu, Hawaii 96814

**612 McCully Street, Honolulu, Hawaii 9681**2nd Saturday of each month, 7:30 p.m.
Address all mail to:

Mrs. Norma L. Williams, secretary 727 Palani Avenue, Apt. No. 6 Honolulu, Hawaii 96816

When in Houston, you are welcome to the HOUSTON ASSOCIATION OF THE DEAF, INC.

DEAF, INC.
606 Boundary St., Houston, Texas 77009
Open Friday and Saturday evenings

LEHIGH ASSOCIATION OF THE DEAF 121 S. 8th St., Allentown, Pa. 18101

Open Friday and Saturday evenings TTY 215-432-7133 Nelson C. Boyer, secretary

LRAD

LITTLE ROCK ASSOCIATION OF THE DEAF, INC. 9005 Lew Dr., Little Rock, Ark. 72209 TTY (501) 565-4374

7 p.m.-1 a.m., Fridays & Saturdays

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Third Thursday of each month, 10:00 a.m. Augusta Lorenz, corresponding secretary 7812 Borson St., Downey, Calif. 90242

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Dorothy Hopey, Secretary

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208 N. George St. York, Pa. 17401 Open Wed., Fri., Sat. evenings Socials on 2nd and 4th Saturdays

Socials on 2nd and 4th Saturdays of month.

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#### UNION LEAGUE OF THE DEAF, INC. Hotel Edison, 226 W. 47th St. New York, N.Y. 10036

Open noon to midnight Thurs., Fri., Sat., Sun., holidays Irving Alpert, president Henry Roth, vice president Max J. Cohen, secretary Milton Cohen, treasurer

"OUR WAY"

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#### MIAMI ASSOCIATION OF THE DEAF 2136A N.E. 2nd Street, North Miami, Fla. 33162

Open first and third Saturday of every month Secretary: Eleanor Struble

#### CHURCH DIRECTORY

and

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NAD Centennial Convention Cincinnati, Ohio June 29 – July 5, 1980



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